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# Guidance on Meeting Special Educational Needs in Early Years

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A graduated approach 2020



## **Acknowledgements**

The Guidance has been developed with reference to

- The Early Years Foundation Stage September 2017
- Early Support – Helping Every Child Succeed
- The SEND and Disability Act (2001)
- The SEND Code of Practice 0-25 yrs. (2015)
- Removing barriers to achievement: the Government's strategy for SEND (2004)

## Contents

	<b>Page</b>
<b>GENERAL INTRODUCTION</b>	
▪ Key References	<b>5</b>
▪ Partnership with Parents	<b>7</b>
▪ The Structure of the Guidance	<b>8</b>
▪ Deciding on a Child's Level of Need and the Action to Take	<b>9</b>
▪ Funding for Children with Additional Needs	<b>10</b>
▪ Requesting an Education, Health and Care Needs Assessment	<b>11</b>
<b>COGNITION AND LEARNING</b>	
▪ Introduction	<b>13</b>
▪ Cognition and Learning: Foundation Stage Children's characteristics 2 – 3 years	<b>14</b>
▪ Cognition and Learning: Foundation Stage Children's characteristics 3 – 4 years	<b>23</b>
▪ Cognition and Learning: Foundation Stage Children's characteristics 4 – 5 years	<b>35</b>
▪ Cognition and Learning: Foundation Stage Provision characteristics: Setting Support and Setting Support Plus	<b>51</b>
<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	
▪ Introduction	<b>55</b>
▪ Social, Emotional & Mental Health: Foundation Stage Children's characteristics 2 - 3 years	<b>57</b>
▪ Social, Emotional & Mental Health: Foundation Stage Children's characteristics 3 - 4 years	<b>60</b>
▪ Social, Emotional & Mental Health: Foundation Stage Children's characteristics 4 – 5 years	<b>63</b>
▪ Social, Emotional & Mental Health: Foundation Stage Provision characteristics: Setting Support & Setting Support Plus	<b>66</b>

## **COMMUNICATION AND INTERACTION**

- Introduction **69**
- Speech and Language Difficulties: Foundation Stage Children's characteristics 2 – 3 years **71**
- Speech and Language Difficulties: Foundation Stage Children's characteristics 3 – 4 years **73**
- Speech and Language Difficulties: Foundation Stage Children's characteristics 4 – 5 years **75**
- Speech and Language Difficulties: Foundation Stage Provision characteristics: Setting Support & Setting Support Plus **76**
- Social – Communication Difficulties: Introduction **80**
- Social - Communication Difficulties: Foundation Stage Children's characteristics 2 – 5 years **82**
- Social - Communication Difficulties: Foundation Stage Provision characteristics: Setting Support & Setting Support Plus **87**

## **SENSORY AND/OR PHYSICAL NEEDS**

- Introduction **91**
- Hearing Impairment: Foundation Stage Children's characteristics 2 – 5 years **94**
- Hearing Impairment: Foundation Stage Provision characteristics: Setting Support & Setting Support Plus **97**
- Visual Impairment: Foundation Stage Children's characteristics 2 – 5 years **100**
- Visual Impairment: Foundation Stage Provision characteristics: Setting Support & Setting Support Plus **102**
- Physical Difficulties: Foundation Stage Children's characteristics 2 – 3 years **105**
- Physical Difficulties: Foundation Stage Children's characteristics 3 – 4 years **107**
- Physical Difficulties: Foundation Stage Children's characteristics 4 – 5 years **109**
- Physical Difficulties: Foundation Stage Provision characteristics : Setting Support & Setting Support Plus **111**

## GENERAL INTRODUCTION

### Key References

This document provides guidance to all Families, Early Years Practitioners and Health and Social Care Professionals to support planning and decision-making for special educational needs and disability (SEND), in relation to children who are eligible for funded nursery education. In developing this guidance, consideration has been given to the principles and processes outlined in the following key documents.

#### **The Early Years Foundation Stage: *Setting the Standards for Learning, Development and Care for children from birth to five 2017***

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted. (The SEND Code of Practice (COP) 2015, 5.3)

The Early Years Foundation Stage states that “Providers must have arrangements in place to support children with SEN or disabilities”. (Statutory Framework for the EYFS 2017, 3.67)

#### **Early Support - Helping Every Child Succeed**

**Early Support** is the central government’s mechanism for providing better co-ordinated, family-focused support for children under five with SEND. All practitioners are expected to use the Early Support approach and materials for these children and their families. Further information about **Early Support** can be found at <http://www.ncb.org.uk/early-support>. The SEND Code of Practice 2015 advises that: “Early Support aids a better delivery and coordination of services for disabled children, and their families, including training for professional or trained independent volunteers providing a single point of contact or key working”. (COP 2015, 5.17)

#### **Early Help Assessment**

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted. (COP 2015, 5.29)

The Early Help Assessment document is used as a single assessment and referral form for all Early Help and Intervention Services. For further information, see <https://earlyhelp.bedford.gov.uk>.

## The Equality Act 2010

All early years providers have duties under the Equality Act 2010. In particular, they **must** not discriminate against, harass or victimise disabled children and they **must** make reasonable adjustments including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. (COP 2015, 5.10)

## The Special Educational Needs and Disability Code of Practice: 0-25 years (2015)

### Practitioners must have 'regard' to the SEND Code of Practice for all children who have SEND.

"Where a child appears to be behind the expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.

Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEND. All the information should be brought together with the observations of parents and considered with them. (COP 2015, 5.28)

Where a setting makes special educational provision for a child with SEND they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: **assess, plan, do and review**. (COP 2015, 5.38-5.46)

Decisions about a child's level of needs should be part of a continuous and systematic cycle of Assess, Plan, Do and Review within the setting, to help all children to develop, learn and progress. The range, type and intensity of interventions should not be seen as a fixed stage but should be changed according to the progress the child makes over time.

**Courses of action within the graduated approach** are recommended as follows:

- **Setting Support**  
*Some additional or different action within the setting will be needed to support the child's learning.*
- **Setting Support Plus**  
*This builds on the above but settings will be consulting outside agencies to support their own interventions.*
- **Consideration for an Education, Health and Care Needs Assessment**  
*This is only appropriate for children with very significant long term educational needs. The SEND of the great majority of children should be met effectively at Setting Support or Setting Support Plus without an Education, Health and Care Needs Assessment.*

The Code recognises that, although there may be specific needs that may relate directly to particular types of impairment there is a wide spectrum of special educational needs that are frequently inter related. Regardless of any specific diagnosis, therefore, children will have needs and requirements which are likely to fall into at least one or more of the following **four areas of need**

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

For example, a child with general learning difficulties may also have Social, Emotional and Mental Health difficulties.

### **Medical Conditions**

All early years providers should take steps to ensure that children with medical conditions get the support required to meet those needs. This is set out in the EYFS framework (COP 2015, 5.11)

A medical diagnosis or a disability does not necessarily imply SEND. It may not be necessary for a child or young person with any particular diagnosis or medical condition to need any form of additional educational provision at any phase of education. It is the child's **educational needs** rather than a medical diagnosis that must be considered. Some children may not require school based SEND provision or an Education, Health and Care Plan (EHCP) but they may have medical conditions that, if not properly managed, could hinder their access to education.

### **Statutory Framework for the Early Years Foundation Stage 2017**

Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. (Statutory Framework for the EYFS 2017, 1.6)

### **Partnership with Parents** *(Parents should be taken to include all those with parental responsibility including Corporate Parents and Carers)*

The SEND Code of Practice says:

“Where a setting identifies a child as having SEND they **must** work in partnership with parents to establish the support the child needs.” (COP 2015, 5.37)

Local authorities **must** arrange for children with SEND for whom they are responsible, and their parents, and young people with SEND for whom they are responsible, to be provided with information and advice relating to their SEN or disabilities, including matters relating to health and social care (COP 2015, 2.1)

All local authorities must provide information, advice and support through a dedicated and easily identifiable service (COP 2015, 2.4). Bedford Borough Council's SEND Information Advice Support Service (**SENDIASS** - Tel. 01234 276267) can provide this and practitioners should make parents and carers of children with SEND aware of this service.

## Local offer

Bedford Borough Council's Local Offer website [www.localoffer@bedford.gov.uk](http://www.localoffer@bedford.gov.uk) provides links to a range of services designed to inform and support children, young people and families in making choices and decisions regarding their individual needs.

## The Structure of the Guidance

This guidance is divided into the four **areas of need** identified in the SEND Code of Practice 2015:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

For each **area of need** there are:

- Descriptors relating to a **child's characteristics** at Setting Support/ Setting Support Plus and consideration for an Education, Health and Care Needs Assessment, all of which correspond to different levels of need.
- Descriptors relating to the **provision characteristics** include the actions the setting should be taking at Setting Support and Setting Support Plus.

## Child's characteristics

Decisions about a child's level of need should be part of a continuous and systematic cycle of planning, action and review within the setting, to help all children to develop, learn and progress. The range, type and intensity of interventions should not be seen as a fixed state but should be changed according to the progress the child makes over time.

**When deciding on a child's primary area of need, a good starting point is the Cognition and Learning descriptors. Based on how these match a child's needs, the other sections of the Guidance should then be consulted.**

The descriptors of **children's characteristics** should be read with the following in mind:

- Age of the child.
- How recently he or she started the setting.
- The behaviour and skills of the majority of his or her peers.
- Family background/ history.

However, this should not preclude the possibility of a young child who has recently joined a setting being identified with additional needs that require immediate support at whatever level is appropriate.

When reading the descriptors it should be borne in mind that children may show some or all of the difficulties stated at each level of need.

### **Provision characteristics**

At **Setting Support**, some **additional** or **different** action within the setting will be required to enable the child to access independent learning and the curriculum.

**Setting Support Plus** builds on the arrangements for Setting Support to enable settings to match provision to meet children's needs. At this point settings should be consulting outside agencies to support their own interventions with children. Settings must seek parental consent before consulting any outside agency.

Setting Support and Setting Support Plus **provision characteristics** are described under the following **strands of action**.

- **Assess, Plan, Do and Review**
- **Additional resources and curriculum & teaching methods**
- **Training and Advice**
- **Parents' / Carers' and child's participation**

### **Deciding on a Child's Level of Need and the Action to Take**

"Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all of the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs." (COP 2015, 5.28)

"The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary, specialist equipment or software." (COP 2015, 6.27)

## **Funding for children with SEND**

The amount of additional support that each child receives will depend on their needs but in all cases, settings should identify how they are going to meet the needs of individuals in line with the SEND Code of Practice.

### ***Higher Levels of SEND***

Settings with a child who requires a significantly high level of support are currently able to access funding prior to the child starting school.

If, despite this high level of intervention, it is considered the child will need further support during their Reception Year then a request for an Education, Health and Care Needs Assessment (EHCNA) may need to be made with reference to this Guidance. This should be requested in a timely fashion, allowing up to six months for preparation (although there may be exceptions to this).

Additional information is available from the Borough's Specialist Advisory Teams: Early Years Support Team tel: 01234 718123, Sensory and Communication Support Team tel: 01234 718672

## **Requesting an Education, Health and Care Needs Assessment**

The SEND of the great majority of children should be met effectively at Setting Support or Setting Support Plus without the Local Authority needing to consider an Education, Health and Care Needs Assessment. This assessment is appropriate only for children with long-term needs associated with major difficulties in one or more of the four areas of need. In such instances there will be extensive or prolonged multi-agency involvement including discussion with the Borough's Specialist Advisory Teams.

It is expected that when a request is made, the child will have met the criteria for SEND funding regardless of whether an application has been made.

The evidence provided to request consideration of an Education Health and Care Needs Assessment should show clearly how additional support at Setting Support Plus has been targeted. It should show either that:

- The child is failing to make adequate progress (as defined above) despite appropriate intervention at Setting Support Plus; or
- That there will be a need to sustain a high level of support over time to ensure the child continues to make adequate progress

It should also provide clear evidence from the setting and from appropriate services and support professionals that the child's characteristics are now such that consideration for an Education, Health and Care Needs Assessment would be appropriate. For example, in the case of a child with speech and language difficulties, advice should be submitted from the Speech and Language Therapy Service in addition to the Borough's Specialist Advisory Teams.

As stated in the SEND Code of Practice, in very few exceptional cases of young children where there are severe and complex needs, the extent of the needs will be evident. In such exceptional cases, requests for an Education Health and Care Needs Assessment might be made prior to any intervention by a setting at Setting Support or Setting Support Plus. It is likely that such children will have a significant disability and will have been supported by a multi-disciplinary team. Examples may include children with profound Sensory Impairment or those with significant physical or learning disability. The reports from the key professionals working with the child should be submitted with the request.

Children for whom a request might be made will be those that require a significantly high level of support as indicated by the majority of the appropriate descriptors in at least one area of need.

**Further information relating to this Guidance is available from any of the following Specialist Advisory Teams:**

**Early Years Support Team  
Child Development Centre,  
Hill Rise, Kempston MK42 7EB  
01234 718123**

**Psychology Team, School Support Services  
Borough Hall,  
Cauldwell St, Bedford MK42 9AP  
01234 228693**

**Sensory and Communication Support Team  
Child Development Centre,  
Hill Rise, Kempston MK42 7EB  
01234 718672**



## **COGNITION AND LEARNING**

### **Introduction:**

The SEND Code of Practice says,

“Support for learning difficulties may be required when children learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.” (COP 2015, 6.30)

The triggers for taking action could be the parents', practitioners' or other professionals' concern, underpinned by evidence about a child who fails to make progress despite receiving differentiated learning opportunities. It is important that practitioners have **appropriately high expectations** for all children's learning and development.

### **Identifying and supporting special educational needs in this area:**

The tables in the following section give details of:

- **Children's characteristics** for Setting Support, Setting Support Plus and Consideration for an Education, Health and Care Needs Assessment for children at ages 2 - 3, 3 - 4 years and 4 - 5 years.
- **Provision characteristics** for Setting Support and Setting Support Plus.

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment  (0-11 months band)</b>
<b>Personal, Social and Emotional Development</b>  Self-confidence and self-awareness	<ul style="list-style-type: none"> <li>• Explores new toys and environments; “checks in” regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys.</li> <li>• Demonstrates sense of self as an individual, e.g. wants to do things independently, says “no” to an adult.</li> <li>• May sit independently for a short group activity with some verbal or visual prompts to focus. Additional structure and adult support needed for less intrinsically-motivating group activities.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys finding own body parts.</li> <li>• Learns that their voice and actions have an effect on others.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Engages other person to help achieve a goal, e.g. to reach an object.</li> </ul>	<ul style="list-style-type: none"> <li>• Laughs and gurgles. Shows pleasure at being tickled and other physical interactions.</li> <li>• Uses voice, gesture, eye contact to make contact with people and hold their attention.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment  (0-11 months band)</b>
Managing feelings and behaviour	<ul style="list-style-type: none"> <li>• Is aware of others feelings, e.g. looks concerned if hears crying and looks excited if hears a familiar voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> <li>• Responds to a few boundaries with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses familiar adult to share feelings e.g. excitement, pleasure, tiredness, frustration.</li> <li>• Growing ability to self soothe; may like to use a comfort object.</li> <li>• Cooperates with routines e.g. dressing, mealtimes, nappy changing.</li> <li>• Begins to understand “yes”, “no” and some boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Comforted by touch and people’s faces and voices.</li> <li>• Seeks physical and emotional comfort by snuggling onto trusted adults.</li> <li>• Calms when held, rocked, spoken or sung to with soothing voice.</li> <li>• Shows a range of motions e.g. pleasure, fear and excitement.</li> <li>• Reacts emotionally to other people’s emotions e.g. smiles when smiled at and becomes distressed if hears another child crying.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (0-11 months band)</b>
Making Relationships	<ul style="list-style-type: none"> <li>• Plays alongside others.</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments e.g. moves away to play and interact with others but returns for a cuddle/reassurance if anxious.</li> <li>• Plays co-operatively with a familiar adult e.g. rolling a ball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks ways to gain attention, drawing others into social interaction.</li> <li>• Builds relationship with special people.</li> <li>• Wary of unfamiliar people.</li> <li>• Interacts with others and explores new situations when supported by a familiar person.</li> <li>• Shows interest in the activity of others and responds differently to children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys the company of others and seeks contact with others from birth.</li> <li>• Gazes at faces and copies facial movements e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>• Responds when talked to e.g. moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>• Recognises/ is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>• Responds to what carer is paying attention to e.g. following their gaze.</li> <li>• Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

Early Years Foundation Stage Area of Learning:	Setting Support (16-26 months band)	Setting Support Plus (8-20 months band)	Child meets criteria for an Education Health and Care Needs Assessment (0-11 months band)
<p><b>Communication and Language</b></p> <p>Listening and attention</p>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhymes and stories.</li> <li>• Enjoys rhymes and tries to join in with actions or vocalisations.</li> <li>• Rigid attention – may not appear to hear.</li> <li>• May focus on self-chosen activities but still difficult to be directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves whole body to sounds they enjoy, e.g. music.</li> <li>• Has a strong exploratory impulse.</li> <li>• Concentrates intently on an object/ activity of their choosing for short periods.</li> <li>• Easily distracted by noises or other people talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Turns towards a familiar sound and locates range of sounds with accuracy.</li> <li>• Listens to and responds to intonations and sounds of voices.</li> <li>• Reacts in interaction with others by smiling, looking and moving.</li> <li>• Quietens or alerts to the sound of speech.</li> <li>• Looks intently at a person talking but stops if they turn away.</li> <li>• Listens to familiar sounds, words or nursery/ action rhymes.</li> <li>• Fleeting attention.</li> </ul>
<p>Understanding</p>	<ul style="list-style-type: none"> <li>• Selects familiar objects by name.</li> <li>• Will find objects when asked.</li> <li>• Understands simple sentences e.g. throw the ball, sit down, where's your coat?</li> <li>• Beginning to understand instructions with two key words e.g. "give the <u>brick</u> to <u>dolly</u>", "give me the <u>cup</u> and the <u>dolly</u>".</li> <li>• Understands 50 words or more.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to follow body language of others e.g. pointing and gesture.</li> <li>• Responds to the different things said when in a familiar context with a special person e.g. Where's Mummy? Where's your nose?</li> <li>• Understanding of single words in context is developing, e.g. cup, milk, Daddy.</li> </ul>	<ul style="list-style-type: none"> <li>• Stops and looks when hears own name.</li> <li>• Starts to understand contextual clues e.g. gestures, words and sounds.</li> <li>• Responds to familiar voices e.g. parents.</li> <li>• Beginning to understand frequently used words e.g. bye bye, no, all gone.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment  (0-11 months band)</b>
Speaking	<ul style="list-style-type: none"> <li>• Copies familiar expressions e.g. “oh dear” “all gone”.</li> <li>• Beginning to put two words together e.g. “want ball”, “more juice”.</li> <li>• Uses different types of everyday words including nouns, verbs and adjectives (e.g. banana, go, sleep, hot).</li> <li>• Beginning to ask simple questions.</li> <li>• Beginning to talk about people and things that are not present.</li> <li>• Speech is very difficult to understand except by a familiar adult in context and/or accompanied by gestures and other cues. (Only one or two words are intelligible).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sounds in play e.g. “brmm” for toy car.</li> <li>• Uses single words.</li> <li>• Frequently imitates words and sounds.</li> <li>• Enjoys babbling and increasingly experiments with sounds and words to communicate for a range of purposes.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Creates personal words as they begin to develop language.</li> <li>• Speech is very difficult to understand even for a familiar adult. May vocalise in a variety of ways. Only produces occasional clear words in spontaneous speech which may also involve some well-rehearsed phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</li> <li>• Makes own sounds in response when talked to by familiar adults.</li> <li>• Lifts arms in anticipation of being picked up.</li> <li>• Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like “baba”, “nono” and “gogo”.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

Early Years Foundation Stage Area of Learning:	Setting Support (16-26 months band)	Setting Support Plus (8-20 months band)	Child meets criteria for an Education Health and Care Needs Assessment (0-11 months band)
<b>Mathematics</b>  Numbers	<ul style="list-style-type: none"> <li>Knows that things exist even when out of sight.</li> <li>Beginning to organise and categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>Says some counting words randomly.</li> </ul>	<ul style="list-style-type: none"> <li>Develops an awareness of number names through enjoyment of action rhymes and songs.</li> <li>Has some understanding that things exist, even when out of sight.</li> </ul>	<ul style="list-style-type: none"> <li>Notices changes in number of objects/images or sounds in a group of up to 3.</li> </ul>
Shape, Space and Measure	<ul style="list-style-type: none"> <li>Attempts to fit shapes into spaces into inset boards or jigsaws.</li> <li>Uses blocks to create their own structures and arrangements.</li> <li>Enjoys filling and emptying containers.</li> <li>Associates a sequence of actions with daily routines.</li> <li>Beginning to understand that things might happen 'now'.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises big and small things in context.</li> <li>Gets to know and enjoy daily routines, e.g. getting up time, mealtimes, nappy time and bedtime.</li> </ul>	<ul style="list-style-type: none"> <li><i>Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore (EYFS).</i></li> </ul>
<b>Literacy</b>  Reading	<ul style="list-style-type: none"> <li>Interested in books and thymes and may have favourites.</li> </ul>	<ul style="list-style-type: none"> <li>Handles books etc. with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys looking at books etc. with familiar people.</li> </ul>
Writing	<ul style="list-style-type: none"> <li><i>Early mark making is not the same as writing. It is a sensory and physical experience which babies and toddlers do not yet connect to forming symbols which can communicate meaning (EYFS).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Early mark making is not the same as writing. It is a sensory and physical experience which babies and toddlers do not yet connect to forming symbols which can communicate meaning (EYFS).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Early mark making is not the same as writing. It is a sensory and physical experience which babies and toddlers do not yet connect to forming symbols which can communicate meaning (EYFS.)</i></li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

Early Years Foundation Stage Area of Learning:	Setting Support (16-26 months band)	Setting Support Plus (8-20 months band)	Child meets criteria for an Education Health and Care Needs Assessment (0-11 months band)
<b>Understanding the World</b>  People and Communities	<ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about themselves and their family.</li> <li>• Enjoys pictures and stories about themselves, their family and other people.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The beginnings of understanding of People and Communities lie in early attachment and other relationships see PSED and Communication and Language (EYFS).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The beginnings of understanding of People and Communities lie in early attachment and other relationships see PSED and Communication and Language (EYFS).</i></li> </ul>
The World	<ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches e.g. shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together, .e.g. lid on teapot.</li> </ul>	<ul style="list-style-type: none"> <li>• Closely observes what animals, people and vehicles do.</li> <li>• Watches toy being hidden and tries to find it.</li> <li>• Looks for dropped objects.</li> <li>• Becomes absorbed in combing objects e.g. banging two objects together or placing objects into contains.</li> <li>• Knows things are used in different ways e.g. a ball for rolling or throwing, a toy car for pushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves eyes then head to follow moving objects.</li> <li>• Reacts with abrupt change when a face or object suddenly disappears from view.</li> <li>• Looks around a room with interest; visually scans environment for interesting objects/events.</li> <li>• Smiles with pleasure at recognisable playthings.</li> <li>• Repeats actions that have an effect, e.g. kicking or hitting a mobile, shaking a rattle.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

Early Years Foundation Stage Area of Learning:	Setting Support (16-26 months band)	Setting Support Plus (8-20 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (0-11 months band)
Technology	<ul style="list-style-type: none"> <li>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</li> <li>• Shows interest in toys with buttons, flaps &amp; simple mechanisms &amp; begins to operate them.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (EYFS).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (EYFS).</i></li> </ul>
<b>Expressive Arts and Design</b>  Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>• Begins to move to music, listen to or join in rhymes or songs.</li> <li>• Notices and is interested in the effects of making movements which leave marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and experiments with a range of media through sensory explorations and using whole body.</li> <li>• Moves whole body to sounds they enjoy e.g. music or a regular beat.</li> <li>• Imitates and improvises actions they have observed e.g. clapping or waving.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Babies explore media and materials as part of their exploration of the world around them (EYFS).</i></li> </ul>
Being Imaginative	<ul style="list-style-type: none"> <li>• Expresses self through physical actions and sounds.</li> <li>• Pretends that one object represents another.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design (EYFS).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design (EYFS).</i></li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment (0-11 months band)</b>
<b>Physical Development</b>  Moving and Handling	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Sits unsupported on the floor.</li> <li>• When sitting, can lean forward to pick up small toys.</li> <li>• Pulls to standing, holding onto furniture or person for support.</li> <li>• Crawls, bottom shuffles or rolls continuously to move forward.</li> <li>• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>• Takes first few steps independently.</li> <li>• Passes toys from one hand to the other.</li> <li>• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>• Picks up small objects between thumbs and fingers.</li> <li>• Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Turns head in response to sounds and sights.</li> <li>• Gradually develops ability to hold up own head.</li> <li>• Makes movements with arms and legs, which gradually become more controlled.</li> <li>• Rolls over from front to back and back to front.</li> <li>• When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</li> <li>• Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>• Reaches out for, touches and begins to hold objects.</li> <li>• Explores objects with mouth, often picking up object and holding it to the mouth.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 2 - 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment (0-11 months band)</b>
		<ul style="list-style-type: none"> <li>• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Health and Self-Care</b>	<ul style="list-style-type: none"> <li>• Develops own likes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing / undressing and hygiene routines.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Opens mouth for spoon.</li> <li>• Holds own bottle or cup.</li> <li>• Grasps finger foods and brings them to mouth.</li> <li>• Attempts to use spoon: can guide towards mouth but food often falls off.</li> <li>• Can actively co-operate with nappy changing (lies still, helps hold legs up).</li> <li>• Starts to communicate urination, bowel movements.</li> <li>• Shows very little or no awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to and thrives on warm, sensitive physical contact and care.</li> <li>• Expresses discomfort, hunger or thirst.</li> <li>• Anticipates food routines with interest.</li> </ul>

## Cognition and Learning

### Foundation Stage Children’s Characteristics 3 - 4 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22-36 months band)</b>	<b>Setting Support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b>
<b>Personal, Social and Emotional Development</b>  Self-confidence and self-awareness	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> <li>• May sit independently for a short group activity, where the activity is personally meaningful (e.g. for song or story-time, snack time).</li> <li>• Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores new toys and environments; “checks in” regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys.</li> <li>• Demonstrates sense of self as an individual, e.g. wants to do things independently, says “no” to an adult.</li> <li>• May sit independently for a short group activity with some verbal or visual prompts to focus. Additional structure and adult support needed for less intrinsically-motivating group activities</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys finding own body parts.</li> <li>• Learns that their voice and actions have an effect on others.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Engages other person to help achieve a goal e.g. to reach an object.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22-36 months band)</b>	<b>Setting Support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b>
Making Relationships	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays alongside others.</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments e.g. moves away to play and interact with others but returns for a cuddle/reassurance if anxious.</li> <li>• Plays co-operatively with a familiar adult e.g. rolling a ball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>• Builds relationship with special people.</li> <li>• Wary of unfamiliar people.</li> <li>• Interacts with others and explores new situation when supported by a familiar person.</li> <li>• Shows interest in the activity of others and responds differently to children and adults.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22-36 months band)</b>	<b>Setting Support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b>
Managing feelings and behaviour	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express own feelings such as sad, happy, cross, scared and worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt/harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and co-operates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours e.g. stops themselves from doing something they shouldn't.</li> <li>• Growing ability to distract self when upset e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of others feelings, e.g. looks concerned if hears crying and looks excited if hears a familiar voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> <li>• Responds to a few boundaries with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses familiar adult to share feelings e.g. excitement, pleasure, tiredness, frustration.</li> <li>• Growing ability to self soothe; may like to use a comfort object.</li> <li>• Cooperates with routines e.g. dressing, mealtimes, nappy changing.</li> <li>• Begins to understand "yes", "no" and some boundaries.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22-36 months band)</b>	<b>Setting Support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b>
<b>Communication and Language</b>  Listening and Attention	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to familiar sounds e.g. a knock on the door/turning to look or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channeled attention. Can shift to a different task if attention is fully obtained/using child's name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhymes and stories.</li> <li>• Enjoys rhymes and tries to join in with actions or vocalisations.</li> <li>• Rigid attention – may not appear to hear.</li> <li>• May focus on self-chosen activities but still difficult to be directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves whole body to sounds they enjoy, e.g. music.</li> <li>• Has a strong exploratory impulse.</li> <li>• Concentrates intently on an object/ activity of their choosing for short periods.</li> <li>• Easily distracted by noises or people talking.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting Support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)
Understanding	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g. when asked “who’s jumping?”</li> <li>• Understands more complex sentences e.g. “put your toys away and then we’ll read a book”</li> <li>• Understands “who”, “what”, “where” in simple questions e.g. “who’s that” “what’s that” and “where is”.</li> <li>• Developing understanding of simple concepts e.g. big/little.</li> <li>• Beginning to understand instructions with three key words e.g. “give the <u>red brick</u> to <u>dolly</u>”, “give me the <u>big cup</u> and the <u>dolly</u>”.</li> <li>• Understands up to 200 words.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects familiar objects by name.</li> <li>• Will find objects when asked.</li> <li>• Understands simple sentences e.g. throw the ball, feed teddy, sit down, where’s your coat?</li> <li>• Beginning to understand instructions with two key words e.g. “give the <u>brick</u> to <u>dolly</u>”, “give me the <u>cup</u> and the <u>dolly</u>”.</li> <li>• Understands 50 words or more.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to follow body language of others e.g. pointing and gesture.</li> <li>• Responds to the different things said when in a familiar context with a special person e.g. Where’s Mummy? Where’s your nose?</li> <li>• Understanding of single words in context is developing, e.g. cup, milk, Daddy.</li> </ul>

## Cognition and Learning

### Foundation Stage Children’s Characteristics 3 - 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting Support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)
Speaking	<ul style="list-style-type: none"> <li>• Uses language as a means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words rapidly and uses them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches towards toys, saying “I have it”.</li> <li>• Uses a variety of “wh” questions.</li> <li>• Uses simple sentences e.g. “mummy gone work”.</li> <li>• Beginning to use word endings e.g. “go – <b>ing</b>, cats.</li> <li>• Uses sentences of three to four words although these words may show some immaturity and grammatical errors e.g. me got one, me not got wet).</li> <li>• Child may find it difficult to say some speech sounds.</li> <li>• Speech is understandable from context</li> </ul>	<ul style="list-style-type: none"> <li>• Copies familiar expressions e.g. “oh dear” “all gone”.</li> <li>• Beginning to put two words together, e.g. “want ball”, “more juice”.</li> <li>• Uses different types of everyday words including nouns, verbs and adjectives e.g. banana, go, sleep, hot.</li> <li>• Beginning to ask simple questions.</li> <li>• Beginning to talk about people and things that are not present.</li> <li>• Speech is very difficult to understand except by a familiar adult in context and/or accompanied by gestures and other cues. (Only one or two words are intelligible).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sounds in play e.g. “brmm” for toy car.</li> <li>• Uses single words.</li> <li>• Frequently imitates words and sounds.</li> <li>• Enjoys babbling and increasingly experiments with sounds and words to communicate for a range of purposes.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Creates personal words as they begin to develop language.</li> <li>• Speech is very difficult to understand even for a familiar adult. May vocalise in a variety of ways. Only produces occasional clear words in spontaneous speech which may also involve some well-rehearsed phrases.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months)
<b>Mathematics</b>  Numbers	<ul style="list-style-type: none"> <li>• Selects a small number of objects from a group e.g. please give me one/two.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantiles such as more and a lot.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that things exist even when out of sight.</li> <li>• Beginning to organise and categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>• Says some counting words randomly.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an awareness of number names through enjoyment of action rhymes and songs.</li> <li>• Has some understanding that things exist even when out of sight.</li> </ul>
Shape, Space and Measure	<ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Begins to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate, past and future, e.g. 'before', 'later', or 'soon'.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to fit shapes into spaces into inset boards or jigsaws.</li> <li>• Uses blocks to create their own structures and arrangements.</li> <li>• Enjoys filling and emptying containers.</li> <li>• Associates a sequence of actions with daily routines.</li> <li>• Beginning to understand that things might happen 'now'.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises big and small things in context.</li> <li>• Gets to know and enjoy daily routines, e.g. getting up time, mealtimes, nappy time and bedtime.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months)
<b>Literacy</b> Reading	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing words or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a .....</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in books and thymes and may have favourites.</li> </ul>	<ul style="list-style-type: none"> <li>• Handles books etc. with interest.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early mark making is not the same as writing. It is a sensory and physical experience which babies and toddlers do not yet connect to forming symbols which can communicate meaning (EYFS).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early mark making is not the same as writing. It is a sensory and physical experience which babies and toddlers do not yet connect to forming symbols which can communicate meaning (EYFS).</i></li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 month band)	Setting Support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)
<p><b>Understanding the World</b></p> <p>People and Communities</p>	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relatives.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about themselves and their family.</li> <li>• Enjoys pictures and stories about themselves, their family and other people.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The beginnings of understanding of People and Communities lie in early attachment and other relationships see PSED and Communication and Language (EYFS).</i></li> </ul>
<p>The World</p>	<ul style="list-style-type: none"> <li>• Enjoys playing with small world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches e.g. shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together, .e.g. lid on teapot.</li> </ul>	<ul style="list-style-type: none"> <li>• Closely observes what animals, people and vehicles do.</li> <li>• Watches toy being hidden and tries to find it.</li> <li>• Looks for dropped objects.</li> <li>• Becomes absorbed in combing objects e.g. banging two objects together or placing objects into contains.</li> <li>• Knows things are used in different ways e.g. a ball for rolling or throwing, a toy car for pushing.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)
Technology	<ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</li> <li>• Shows interest in toys with buttons, flaps &amp; simple mechanisms &amp; begins to operate them.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (EYFS).</i></li> </ul>
<b>Expressive Arts and Design</b>  Exploring and using media and materials	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to move to music, listen to or join in rhymes or songs.</li> <li>• Notices and is interested in the effects of making movements which leave marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and experiments with a range of media through sensory explorations and using whole body.</li> <li>• Moves whole body to sounds they enjoy e.g. music or a regular beat.</li> <li>• Imitates and improvises actions they have observed e.g. clapping or waving.</li> </ul>
Being imaginative	<ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'that's me'.</li> <li>• Beginning to make-believe by pretending.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses self through physical actions and sounds.</li> <li>• Pretends that one object represents another.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design (EYFS).</i></li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22-36 months band)</b>	<b>Setting support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b>
<b>Physical Development</b> Moving & Handling	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes e.g. circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail, two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Sits unsupported on the floor and can lean forward to pick up small toys.</li> <li>• Crawls, bottom shuffles or rolls continuously to move forward</li> <li>• Pulls to standing, holding onto furniture or person for support.</li> <li>• Walks around furniture (cruising), and walks with one or both hands held by adult.</li> <li>• Takes first few steps independently.</li> <li>• Passes toys from one hand to the other.</li> <li>• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>• Picks up small objects between thumbs and fingers.</li> <li>• Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 3 - 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)
Health & Self-care	<ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> <li>• Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops own likes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/ undressing and hygiene routines.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Opens mouth for spoon.</li> <li>• Holds own bottle or cup.</li> <li>• Grasps finger foods and brings them to mouth.</li> <li>• Attempts to use spoon: can guide towards mouth but food often falls off.</li> <li>• Can actively co-operate with nappy changing (lies still, helps hold legs up).</li> <li>• Starts to communicate urination, bowel movements.</li> <li>• Shows very little or no awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>

## Cognition and Learning

### Foundation Stage Children’s Characteristics 4 - 5 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (30-50 months band)</b>	<b>Setting Support Plus (22-36 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)</b>
<p><b>Personal, Social and Emotional Development</b></p> <p>Self-confidence and self-awareness</p>	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult</li> <li>• Expresses own preferences and interests.</li> <li>• May sit independently for a short group activity, where the activity is personally meaningful (e.g. for song or story-time, snack time).</li> <li>• Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores new toys and environments; “checks in” regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys.</li> <li>• Demonstrates sense of self as an individual, e.g. wants to do things independently, says “no” to an adult.</li> <li>• May sit independently for a short group activity with some verbal or visual prompts to focus. Additional structure and adult support needed for less intrinsically-motivating group activities.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (30-50 months band)</b>	<b>Setting Support Plus (22-36 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)</b>
Making Relationships	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays alongside others.</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments e.g. moves away to play and interact with others but returns for a cuddle/reassurance if anxious.</li> <li>• Plays co-operatively with a familiar adult e.g. rolling a ball back and forth.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (30-50 months band)</b>	<b>Setting Support Plus (22-36 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)</b>
Managing feelings and behaviour	<ul style="list-style-type: none"> <li>• Aware of own feelings and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate a delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express own feelings such as sad, happy, cross, scared and worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt/harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and co-operates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours e.g. stops themselves from doing something they shouldn't.</li> <li>• Growing ability to distract self when upset e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of others feelings, e.g. looks concerned if hears crying and looks excited if hears a familiar voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> <li>• Responds to a few boundaries with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> </ul>

## Cognition and Learning

### Foundation Stage Children’s Characteristics 4 - 5 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (30-50 months band)</b>	<b>Setting Support Plus (22-36 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)</b>
<b>Communication and Language</b>  Listening and Attention	<ul style="list-style-type: none"> <li>• Listens to others in 1:1 or in small groups, where conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – can “listen” or “do”. May have difficulty listening to a speaker whilst continuing their chosen activity, but can shift own attention from one to the other.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to familiar sounds e.g. a knock on the door/turning to look or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channeled attention. Can shift to a different task if attention is fully obtained/using child’s name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhymes and stories.</li> <li>• Enjoys rhymes and tries to join in with actions or vocalisations.</li> <li>• Rigid attention – may not appear to hear.</li> <li>• May focus on self-chosen activities but still difficult to be directed.</li> </ul>

## Cognition and Learning

### Foundation Stage Children’s Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
Understanding	<ul style="list-style-type: none"> <li>• Understands use of objects e.g. what do we use for cutting?</li> <li>• Shows understanding of prepositions e.g. under, on, top, behind, by carrying out an action or selecting a correct picture.</li> <li>• Responds to simple instructions e.g. to get or put away an object.</li> <li>• Beginning to understand ‘why’ and ‘how’ questions</li> <li>• Understands instructions with three key words e.g. “give me the <u>big red box</u>”. May need extra time to respond with understanding e.g. to questions, instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture e.g. when asked “who’s jumping?”</li> <li>• Understand more complex sentences e.g. “put your toys away and then we’ll read a book”.</li> <li>• Understands “who”, “what”, “where” in simple questions e.g. “who’s that” “what’s that” and “where is”.</li> <li>• Developing understanding of simple concepts e.g. big/little.</li> <li>• Beginning to understand instructions with three key words e.g. “give the <u>red brick</u> to <u>dolly</u>”, “give me the <u>big cup</u> and the <u>dolly</u>”.</li> <li>• Understands up to 200 words</li> </ul>	<ul style="list-style-type: none"> <li>• Selects familiar objects by name.</li> <li>• Will find objects when asked.</li> <li>• Understands simple sentences e.g. throw the ball, feed teddy, sit down, where’s your coat?</li> <li>• Beginning to understand instructions with two key words e.g. “give the <u>brick</u> to <u>dolly</u>”, “give me the <u>cup</u> and the <u>dolly</u>”.</li> <li>• Understands 50 words or more.</li> </ul>

## Cognition and Learning

### Foundation Stage Children’s Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
Speaking	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts e.g. using <b>and, because</b>.</li> <li>• Can retell a simple past event in correct order e.g. went down slide, hurt finger.</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks who, what, when, how.</li> <li>• Uses a range of tenses e.g. play, playing, played.</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language as a means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words rapidly and uses them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches towards toys, saying “I have it”.</li> <li>• Uses a variety of “wh” questions.</li> <li>• Uses simple sentences e.g. “mummy gone work”.</li> <li>• Beginning to use word endings e.g. “go – ing, cats.</li> <li>• Uses sentences of three to four words although these words may show some immaturity and grammatical errors e.g. me got one, me not got wet.</li> <li>• Child may find it difficult to say some speech sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies familiar expressions e.g. “oh dear” “all gone”.</li> <li>• Beginning to put two words together e.g. “want ball”, “more juice”.</li> <li>• Uses different types of everyday words including nouns, verbs and adjectives e.g. banana, go, sleep, hot</li> <li>• Beginning to ask simple questions.</li> <li>• Beginning to talk about people and things that are not present.</li> <li>• Speech is very difficult to understand except by a familiar adult in context and/or accompanied by gestures and other cues. (Only one or two words are intelligible.)</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	<ul style="list-style-type: none"> <li>• Uses talk in pretending that objects stand for something else in play e.g. "This box is my castle".</li> <li>• Child may find it difficult to say some speech sounds.</li> <li>• Speech is easily understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech is understandable from context</li> </ul>	
<b>Mathematics</b> Numbers	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent number using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a small number of objects from a group e.g. please give me one/two.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities such as more and a lot.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that things exist even when out of sight.</li> <li>• Beginning to organise and categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>• Says some counting words randomly.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	<ul style="list-style-type: none"> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects but everything can be counted, including steps, claps or jump</li> </ul>		
Shape, Space and Measures	<ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of</li> </ul>	<ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Begins to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate, past and future, e.g. 'before', 'later', or 'soon'.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to fit shapes into spaces into inset boards or jigsaws.</li> <li>• Uses blocks to create their own structures and arrangements.</li> <li>• Enjoys filling and emptying containers.</li> <li>• Associates a sequence of actions with daily routines.</li> <li>• Beginning to understand that things might happen 'now'.</li> </ul>

## Cognition and Learning

### Foundation Stage Children’s Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	everyday objects, e.g. “round” and “tall”.		
<b>Literacy</b>  Reading	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, 1:1 and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and in print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing words or phrase in a known rhyme, story or game e.g. ‘Humpty Dumpty sat on a .....’.</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in books and rhymes and may have favourites.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	<ul style="list-style-type: none"> <li>• Recognises familiar words and signs e.g. own name and logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>		
Writing	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early mark making is not the same as writing. It is a sensory and physical experience which babies and toddlers do not yet connect to forming symbols which can communicate meaning (EYFS)</i></li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (30-50 month band)</b>	<b>Setting Support Plus (22-36 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)</b>
<b>Understanding the World</b>  People and Communities	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relatives.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about themselves and their family.</li> <li>• Enjoys pictures and stories about themselves, their family and other people.</li> </ul>
The World	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world (e.g. the place where they live or the natural world).</li> <li>• Can talk about some of the things they have observed e.g. plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing with small world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches e.g. shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together, .e.g. lid on teapot.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (30-50 month band)</b>	<b>Setting Support Plus (22-36 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)</b>
Technology	<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs and pulleys, or real objects such as a camera or mobile phone</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</li> <li>• Shows interest in toys with buttons, flaps &amp; simple mechanisms &amp; begins to operate them.</li> </ul>
<b>Expressive Arts and Design</b>  Exploring and using media and materials	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to move to music, listen to or join in rhymes or songs.</li> <li>• Notices and is interested in the effects of making movements which leave marks.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 month band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	<ul style="list-style-type: none"> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul>		
Being imaginative	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use representation to communicate e.g. drawing a line and saying 'that's me'.</li> <li>• Beginning to make-believe by pretending.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses self through physical actions and sounds.</li> <li>• Pretends that one object represents another.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 month band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	<ul style="list-style-type: none"> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media e.g. music, dance, paint and other materials or words.</li> </ul>		

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 month band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
<b>Physical Development</b>  Moving & Handling	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes e.g. circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail, two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>

## Cognition and Learning

### Foundation Stage Children's Characteristics 4 - 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 month band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	<ul style="list-style-type: none"> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters e.g. letters from their name.</li> </ul>		
Health & Self Care	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired.</li> <li>• Observes the effect of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> <li>• Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently</li> </ul>	<ul style="list-style-type: none"> <li>• Develops own likes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/ undressing and hygiene routines.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>

## Cognition and Learning

### Foundation Stage Provision Characteristics

#### Setting Support

#### Setting Support Plus

<p><b>Assess, Plan, Do and Review</b></p> <p>This may need to take account of the child's attendance at more than one setting:</p> <ul style="list-style-type: none"> <li>• Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person.</li> <li>• Support plan drawn up with SMART targets and learning outcomes.</li> <li>• Half-termly (approximately 6-weekly) review of child's progress towards targets.</li> </ul>	<p><b>Assess, Plan, Do and Review</b></p> <p>This may need to take account of the child's attendance at more than one setting:</p> <ul style="list-style-type: none"> <li>• Ongoing assessment undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person, and external professionals.</li> <li>• Support plan drawn up with SMART targets, which take account of specialist advice.</li> <li>• Half-termly (approximately 6-weekly) review of child's progress towards targets.</li> <li>• Input or attendance made by appropriate external professionals to reviews.</li> </ul>
<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Strategies used flexibly to enhance play and learning and to focus adult support where needed.</li> <li>• Additional adult attention and/or support for 1:1 and group activities where relevant, from practitioners within the setting.</li> <li>• Supervision and monitoring of the support plan by the SENDCo.</li> <li>• Emphasis on providing an inclusive and enabling environment both inside and outside, with developmentally appropriate resources, and differentiation of the curriculum.</li> <li>• Account taken of the child's individual interest to strengthen success with achieving SMART targets and learning outcomes.</li> <li>• Additional support from child's key person and other practitioners in some activities, focusing on SMART targets and achieving positive outcomes.</li> </ul>	<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Strategies used flexibly to enhance play and learning to focus adult support where needed.</li> <li>• Additional adult attention and/or support for 1:1 and group activities where relevant, from practitioners within the setting, following advice from external professionals.</li> <li>• Supervision and monitoring of the support plan by the SENDCo.</li> <li>• Access to individually supported activities with an adult to work on SMART targets and learning outcomes.</li> <li>• Key practitioners are given time to liaise with external professionals and parents.</li> <li>• Emphasis on providing an inclusive and enabling environment both inside and outside, with developmentally appropriate resources.</li> </ul>

## Cognition and Learning

### Foundation Stage Provision Characteristics

<b>Setting Support</b>	<b>Setting Support Plus</b>
<ul style="list-style-type: none"> <li>• Time allocated for keyperson to prepare activities and record outcomes.</li> <li>• Time for parent/ carers liaison.</li> <li>• Supervision and monitoring of the SMART targets by SENDCo.</li> <li>• Additional support for 1:1 and group activities where relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Increased differentiation of the curriculum to reflect the child's developmental levels.</li> <li>• Account taken of the child's individual interest to strengthen success with achieving SMART targets and learning outcomes.</li> <li>• Focus on following the advice from external professionals.</li> <li>• Additional support from child's keyperson and other practitioners across a wider range of activities, focusing on SMART targets and achieving positive outcomes.</li> <li>• Time allocated for keyperson to prepare activities and record outcomes.</li> </ul>
<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs are addressed.</li> <li>• New information shared with practitioners and parent/ carers as appropriate.</li> <li>• One-off advice may be sought via the Psychology or Early Years Support Team Drop In to inform the 'Assess, plan, do and review' process.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council's Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs are addressed.</li> <li>• New information shared with practitioners and parents as appropriate.</li> <li>• Advice is sought on an ongoing basis from relevant external professionals to inform the 'Assess, plan, do and review' process.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council's Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.</li> </ul>

## Cognition and Learning

### Foundation Stage Provision Characteristics

#### Setting Support

##### Parents'/Carers' and child's participation

- Parents/Carers contribute to the 'Assess, Plan, Do and Review' cycle.
- Parents/Carers attend regular meetings with key practitioners to enable the above to happen.
- The views of the child are taken into account.
- Parents/Carers are encouraged to seek advice from universal services (0-19 team) and the Speech and Language Therapy Service ([www.childspeechbedfordshire.nhs.uk](http://www.childspeechbedfordshire.nhs.uk)). Parents are informed about Bedford Borough's SENDIASS.
- Parents/Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.

#### Setting Support Plus

##### Parents'/Carers' and child's participation

- Parents/Carers contribute to the "Assess, Plan Do and Review" cycle.
- Parents/Carers give informed written consent for the involvement of external agencies.
- Parents/Carers invited to participate in target setting, monitoring progress and supporting targets in the home.
- The views of the child are taken into account.
- Opportunities for parents to discuss strategies with practitioners and specialist support services in order to develop a consistent approach that will help their child to progress.
- Enhanced contact for parents with key person in setting via an established process e.g. contact book, direct conversations with keyperson.
- Parents/Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.



## **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

### **Introduction**

The SEND Code of Practice says,

“A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for SEN provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, the multi-agency approach, supported by the use of approaches such as the Early help Assessment should be adopted. (COP 2015, 5.29)

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder”. (COP 2015, 6.32)

When children join a setting, they bring with them a set of expectations about how to behave based on their previous experiences at home or in other settings. For some children the transition from home to setting or setting to setting is straightforward and they are quickly able to apply their existing learning and to meet the new setting’s expectations of their behaviour without difficulty. Other children will need more specific support to learn the boundaries of acceptable behaviour in a new setting.

The EYFS requires that “Providers are responsible for managing children’s behaviour in an appropriate way” (Statutory Framework for the Early Years Foundation Stage 2017, 3.52). For most children in the EYFS, consistent application of an appropriate behaviour management policy and procedures will be sufficient to bring about successful progress in this aspect of the Personal, Social and Emotional Development Area of Learning.

### **Sudden changes of behaviour**

Children’s usual patterns of behaviour can change in response to a variety of changes in their circumstances, e.g. the arrival of a new baby, if a member of staff leaves, and this is quite common. However, Practitioners should be aware that sudden changes in a child’s behaviour could be indicative of issues requiring a response under the guidelines for ‘Safeguarding and Welfare Requirements’ (Statutory Framework for the EYFS 2017, Section 3).

## Identifying and supporting special educational needs in this area

The tables in the following section give details of

- **Children's characteristics** for Setting Support, Setting Support Plus and Consideration for an Education, Health and Care Needs assessment for children at ages 2 - 3, 3 - 4 and 4 - 5 years.
- **Provision characteristics** for Setting Support and Setting Support Plus.

## Social, Emotional and Mental Health

### Foundation Stage Children’s Characteristics 2 – 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment (0-11 months band)</b>
<p><b>Personal, Social and Emotional Development</b></p> <p>Self-confidence and self-awareness</p>	<ul style="list-style-type: none"> <li>• Explores new toys and environments; “checks in” regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys.</li> <li>• Demonstrates sense of self as an individual, e.g. wants to do things independently, says “no” to an adult.</li> <li>• May sit independently for a short group activity with some verbal or visual prompts to focus. Additional structure and adult support needed for less intrinsically-motivating group activities.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys finding own body parts.</li> <li>• Learns that their voice and actions have an effect on others.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Engages other person to help achieve a goal, e.g. to reach an object.</li> </ul>	<ul style="list-style-type: none"> <li>• Laughs and gurgles. Shows pleasure at being tickled and other physical interactions.</li> <li>• Uses voice, gesture, eye contact to make contact with people and hold their attention.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children’s Characteristics 2 – 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment (0-11 months band)</b>
<p><b>Personal, Social and Emotional Development</b></p> <p>Managing feelings and behaviour</p>	<ul style="list-style-type: none"> <li>• Aware of others feelings, e.g. looks concerned if hears crying and looks excited if hears a familiar voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> <li>• Responds to a few boundaries with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> <li>• Demonstrates feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses familiar adult to share feelings e.g. Excitement, pleasure, tiredness, frustration.</li> <li>• Growing ability to self soothe; may like to use a comfort object.</li> <li>• Cooperates with routines e.g. dressing, mealtimes, nappy changing.</li> <li>• Begins to understand “yes”, “no” and some boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Comforted by touch and people’s faces and voices.</li> <li>• Seeks physical and emotional comfort by snuggling onto trusted adults.</li> <li>• Calms when held, rocked spoken or sung to with soothing voice.</li> <li>• Shows a range of motions e.g. pleasure, fear and excitement.</li> <li>• Reacts emotionally to other people’s emotions e.g. smiles when smiled at and becomes distressed if hears another child crying.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children's Characteristics 2 – 3 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment (0-11 months band)</b>
<b>Personal, Social and Emotional Development</b>  Making Relationships	<ul style="list-style-type: none"> <li>• Plays alongside others.</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments e.g. moves away to play and interact with others, but returns for a cuddle/reassurance if anxious.</li> <li>• Plays co-operatively with a familiar adult e.g. rolling a ball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks ways to gain attentions, drawing others into social interaction.</li> <li>• Builds relationship with special people.</li> <li>• Wary of unfamiliar people.</li> <li>• Interacts with others and explores new situations when supported by a familiar person.</li> <li>• Shows interest in the activity of others and responds differently to children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys the company of others and seeks contact with others from birth.</li> <li>• Gazes at faces and copies facial movements e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>• Responds when talked to e.g. moves arms and legs, changes facial expression, moves body and makes mouth movements.</li> <li>• Recognises /is responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</li> <li>• Responds to what carer is paying attention to e.g. following their gaze.</li> <li>• Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children’s Characteristics 3 – 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting Support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)
<p><b>Personal, Social and Emotional Development</b></p> <p>Self-confidence and self-awareness</p>	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> <li>• May sit independently for a short group activity, where the activity is personally meaningful e.g. for song or story-time, snack time.</li> <li>• Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores new toys and environments; “checks in” regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys.</li> <li>• Demonstrates sense of self as an individual, e.g. wants to do things independently, says “no” to an adult.</li> <li>• May sit independently for a short group activity with some verbal or visual prompts to focus. Additional structure and adult support needed for less intrinsically-motivating group activities.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys finding own body parts.</li> <li>• Learns that their voice and actions have an effect on others.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Engages other person to help achieve a goal, e.g. to reach an object.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children’s Characteristics 3 – 4 years

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22-36 months band)</b>	<b>Setting Support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b>
<b>Personal, Social and Emotional Development</b>  Managing feelings and behaviour	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express own feelings such as sad, happy, cross, scared and worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt/harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and co-operates with some boundaries and routines.</li> <li>• Can inhibit own actions/ behaviours e.g. stops themselves from doing something they shouldn't.</li> <li>• Growing ability to distract self when upset e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of others feelings, e.g. looks concerned if hears crying and looks excited if hears a familiar voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> <li>• Responds to a few boundaries with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> <li>• Demonstrates feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses familiar adult to share feelings e.g. Excitement, pleasure, tiredness, frustration.</li> <li>• Growing ability to self soothe; may like to use a comfort object.</li> <li>• Cooperates with routines e.g. dressing, mealtimes, nappy changing.</li> <li>• Begins to understand “yes”, “no” and some boundaries.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children's Characteristics 3 – 4 years

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting Support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)
<p><b>Personal, Social and Emotional Development</b></p> <p>Making Relationships</p>	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays alongside others</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments e.g. moves away to play and interact with others but returns for a cuddle/reassurance if anxious.</li> <li>• Plays co-operatively with a familiar adult e.g. rolling a ball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to gain attention in a variety of ways, drawing others into social interaction.</li> <li>• Builds relationship with special people.</li> <li>• Wary of unfamiliar people.</li> <li>• Interacts with others and explores new situation when supported by a familiar person.</li> <li>• Shows interest in the activity of others and responds differently to children and adults.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children's Characteristics 4 – 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (16-26 months band)
Making Relationships	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays alongside others</li> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments e.g. moves away to lay and interact with others but returns for a cuddle/reassurance if anxious.</li> <li>• Plays co-operatively with a familiar adult e.g. rolling a ball back and forth</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children’s Characteristics 4 – 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (16-26 months band)
Self-confidence and self-awareness	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores new toys and environments; “checks in” regularly with familiar adult as and when needed.</li> <li>• Gradually able to engage in pretend play with toys.</li> <li>• Demonstrates sense of self as an individual e.g. wants to do things independently, says ‘No’ to an adult.</li> <li>• May sit independently for a short group activity with some verbal or visual prompts to focus. Additional structure and adult support needed for less intrinsically-motivating group activities.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Children's Characteristics 4 – 5 years

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (16-26 months band)
<p><b>Personal, Social and Emotional Development</b></p> <p>Managing feelings and behaviour</p>	<ul style="list-style-type: none"> <li>• Aware of own feelings and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt different behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express own feelings such as sad, happy, cross, scared and worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt/harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and co-operates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours e.g. stops themselves from doing something they shouldn't.</li> <li>• Growing ability to distract self when upset e.g. by engaging in a new play activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of others feelings, e.g. looks concerned if hears crying and looks excited if hears a familiar voice.</li> <li>• Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle (e.g. may have tantrums).</li> <li>• Responds to a few boundaries with encouragement and support.</li> <li>• Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</li> <li>• Demonstrates feelings of anger and frustration which are difficult to handle, e.g. tantrums.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Provision Characteristics

<b>Setting Support</b>	<b>Setting Support Plus</b>
<p><b>Assess, Plan, Do and Review</b></p> <p>This may need to take account of the child’s attendance at more than one setting.</p> <ul style="list-style-type: none"> <li>• Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child’s current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.</li> <li>• Recording of frequency and severity of behaviours of concern should be made in order to inform planning, monitoring and review of support.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person.</li> <li>• Support plan drawn up with SMART targets and learning outcomes.</li> <li>• Half-termly (approximately 6-weekly) review of child’s progress towards targets.</li> </ul>	<p><b>Assess, Plan, Do and Review</b></p> <p>This may need to take account of child’s attendance at more than one setting.</p> <ul style="list-style-type: none"> <li>• Ongoing observation undertaken in order to understand child’s current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.</li> <li>• Continued recording of frequency and severity of behaviours of concern is made to inform planning, monitoring and review of support</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person, and external professionals.</li> <li>• Support plan drawn up with SMART targets and learning outcomes, which take account of specialist advice.</li> <li>• Half-termly (approximately 6-weekly) review of child’s progress towards targets.</li> <li>• Input or attendance made by appropriate external professionals to reviews.</li> </ul>
<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Strategies used flexibly to enhance play and learning and to focus adult support where needed.</li> <li>• Additional adult attention and/or support for 1:1 and group activities where relevant, from practitioners within the setting.</li> <li>• Group Personal, Social, Emotional Development (PSED) sessions (e.g. circle time) focus on developing social-emotional skills and awareness in relationships with others.</li> <li>• Supervision and monitoring of the support plan by the SENDCo.</li> </ul>	<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Strategies used flexibly to enhance play and learning to focus adult support where needed.</li> <li>• Additional adult attention and/or support for 1:1 and group activities where relevant, from practitioners within the setting, following advice from external professionals.</li> <li>• Individual or Group Personal, Social, Emotional Development (PSED) sessions (e.g. circle time) focus on developing social-emotional skills and awareness in relationships with others.</li> <li>• Supervision and monitoring of the support plan by the SENDCo.</li> </ul>

## Social, Emotional and Mental Health

### Foundation Stage Provision Characteristics

#### Setting Support

- Emphasis on providing an inclusive and enabling environment both inside and outside, with developmentally appropriate resources, and differentiation of the curriculum.
- Account taken of the child's individual interest to strengthen success with achieving SMART targets and learning outcomes.
- Approaches used show acceptance and empathy for the child, support for their emotions, and aim to build positive relationships with them.
- Key practitioners are given time to liaise with parents.
- Additional support from child's keyperson and other practitioners in some activities, focusing on SMART targets and achieving positive outcomes.
- Time allocated for keyperson to prepare activities and record outcomes.
- Supervision and monitoring of the Support Plan targets by SENDCo.
- Additional support for 1:1 and group activities where relevant.

#### Setting Support Plus

- Access to individually supported activities with an adult to work on SMART targets and learning outcomes.
- Approaches used show acceptance and empathy for the children, support for their emotions, and aim to build positive relationships with them.
- Key practitioners are given time to liaise with external professionals and parents.
- Emphasis on providing an inclusive and enabling environment both inside and outside, with developmentally appropriate resources.
- Increased differentiation of the curriculum to reflect the child's developmental levels.
- Account taken of the child's individual interest to strengthen success with achieving SMART targets and learning outcomes.
- Additional support from child's keyperson and other practitioners across a wider range of activities, focusing on SMART targets and achieving positive outcomes.
- Time allocated for keyperson to prepare activities and record outcomes.
- Supervision and monitoring of the Support Plan targets by SENDCo.
- Time allocated for key professionals to liaise with external agencies.

## Social, Emotional and Mental Health

### Foundation Stage Provision Characteristics

Setting Support	Setting Support Plus
<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs with regard to children’s social, emotional and behavioural development are addressed and information passed to other staff and parents.</li> <li>• New information shared with practitioners and parents as appropriate.</li> <li>• One-off advice may be sought via the Psychology Team Drop-in or Early Years Support Team Drop-in to inform the ‘Assess, Plan, Do and Review’ process.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs with regard to children’s social, emotional and behavioural development are addressed and information passed to other staff and parents.</li> <li>• Advice is sought on an ongoing basis from Bedford Borough Council’s support services to complement the ‘Assess, Plan, Do and Review’ process.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>
<p><b>Parents’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan Do and Review” cycle.</li> <li>• Parents/ Carers give written consent for the involvement of external agencies.</li> <li>• Parents/ Carers invited to participate in target setting, monitoring progress, and may be involved in supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for parents to discuss strategies with practitioners in order to develop a consistent approach that will help their child to progress.</li> <li>• Parents/Carers are informed about Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Parents’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan Do and Review” cycle.</li> <li>• Parents give informed written consent for the involvement of external agencies.</li> <li>• Parents invited to participate in target setting, monitoring progress and supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for parents to discuss strategies with practitioners and specialist support services in order to develop a consistent approach that will help their child to progress.</li> <li>• Enhanced contact for parents with key person in setting via an established process e.g. contact book, direct conversations with keyperson.</li> <li>• Parents/Carers are informed about Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>

## Communication and Interaction

### Speech and Language Difficulties

#### **Introduction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over times. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. (COP 2015, 6.28)

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN. (COP 2015, 5.30)

#### **Speech, language and communication difficulties**

For the majority of children, communication skills develop naturally over the course of the EYFS, and development of the speech sound system is typically not complete until 6 or 7 years of age. Communication and language skills in general will continue to develop throughout life.

Communication and interaction difficulties cover a wide and complex range of needs that frequently overlap. These include:

- *Developmental language delay*  
Children may have a delay in one or more aspect of language (understanding, expression, interaction) but progress, however slow, follows a typical pattern of development.
- *Developmental language disorder*  
Children may show an uneven or unusual pattern in one or more aspects of language (understanding, expression, interaction)
- *Phonological/speech difficulty*  
Children may have difficulty producing intelligible speech
- *Receptive language difficulty*  
Children may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning.

## Communication and Interaction

### Speech and Language Difficulties

- *Expressive language difficulty*  
Children may have difficulty accessing vocabulary, using complex grammar, organizing ideas, structuring sentences and conveying intended meaning.
- *Social-communication difficulties*  
Children may have difficulty communicating and relating to people around them.

Settings could refer to *The Inclusion Development Programme – Supporting children with speech, language and communication needs in the Early Years Foundation Stage (2009)* for further information.

#### Identifying and supporting special educational needs in this area:

The tables in the following section give details of:

- **Children's characteristics** for Setting Support, Setting Support Plus and Consideration for an Education, Health and Care Needs Assessment for children at ages 2 - 3, 3 – 4 years and 4 – 5 years.
- **Provision characteristics** for Setting Support and Setting Support Plus.

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Children’s Characteristics 2 – 3 years**

Early Years Foundation Stage Area of Learning:	Setting Support (16-26 months band)	Setting Support Plus (8-20 months band)	Child meets criteria for an Education Health and Care Needs Assessment (0-11 months band)
<ul style="list-style-type: none"> <li>• <b>Communication and Language</b></li> <li>• Listening and attention</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhymes and stories.</li> <li>• Enjoys rhymes and tries to join in with actions or vocalisations.</li> <li>• Rigid attention – may not appear to hear.</li> <li>• May focus on self-chosen activities but still difficult to be directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves whole body to sounds they enjoy, e.g. music.</li> <li>• Has a strong exploratory impulse.</li> <li>• Concentrates intently on an object/ activity of their choosing for short periods.</li> <li>• Pays attention to dominant stimulus - easily distracted by noises or other people talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Turns towards a familiar sound and locates range of sounds with accuracy.</li> <li>• Listens to, distinguishes and responds to intonations and sounds of voices.</li> <li>• Reacts in interaction with others by smiling, looking and moving.</li> <li>• Quietens or alerts to the sound of speech.</li> <li>• Looks intently at a person talking but stops if they turn away.</li> <li>• Listens to familiar sounds, words or nursery/ action rhymes.</li> <li>• Fleeting attention.</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Selects familiar objects by name.</li> <li>• Will find objects when asked.</li> <li>• Understands simple sentences e.g. throw the ball, sit down, where’s your coat?</li> <li>• Beginning to understand instructions with two key words e.g. “give the <u>brick</u> to <u>dolly</u>”, “give me the <u>cup</u> and the <u>dolly</u>”.</li> <li>• Understands 50 words or more.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to follow body language of others e.g. pointing and gesture.</li> <li>• Responds to the different things said when in a familiar context with a special person e.g. Where’s Mummy? Where’s your nose?</li> <li>• Understanding of single words in context is developing, e.g. cup, milk, Daddy.</li> </ul>	<ul style="list-style-type: none"> <li>• Stops and looks when hears own name.</li> <li>• Starts to understand contextual clues e.g. gestures, words and sounds.</li> <li>• Responds to familiar voices e.g. parents.</li> <li>• Beginning to understand frequently used words e.g. bye bye, no, all gone.</li> </ul>

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Children’s Characteristics 2 – 3 years**

Early Years Foundation Stage Area of Learning:	Setting Support (16-26 months band)	Setting Support Plus (8-20 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (0-11 months band)
Speaking	<ul style="list-style-type: none"> <li>• Copies familiar expressions e.g. “oh dear” “all gone”.</li> <li>• Beginning to put two words together e.g. “want ball”, “more juice”.</li> <li>• Uses different types of everyday words including nouns, verbs and adjectives e.g. banana, go, sleep, hot.</li> <li>• Beginning to ask simple questions.</li> <li>• Beginning to talk about people and things that are not present.</li> <li>• Speech is very difficult to understand except by a familiar adult in context and/or accompanied by gestures and other cues. (Only one or two words are intelligible.)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sounds in play e.g. “brmm” for toy car.</li> <li>• Uses single words.</li> <li>• Frequently imitates words and sounds.</li> <li>• Enjoys babbling and increasingly experiments with sounds and words to communicate for a range of purposes.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Creates personal words as they begin to develop language.</li> <li>• Speech is very difficult to understand even for a familiar adult. May vocalise in a variety of ways. Only produces occasional clear words in spontaneous speech which may also involve some well-rehearsed phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</li> <li>• Makes own sounds in response when talked to by familiar adults.</li> <li>• Lifts arms in anticipation of being picked up.</li> <li>• Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like “baba”, “nono” and “gogo”.</li> </ul>

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Children’s Characteristics 3 – 4 years**

Early Years Foundation Stage Area of Learning:	Setting Support (22-36 months band)	Setting Support Plus (16-26 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (8-20 months band)
Communication and Language  Listening and Attention	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhymes and stories.</li> <li>• Enjoys rhymes and tries to join in with actions or vocalisations.</li> <li>• Rigid attention – may not appear to hear.</li> <li>• May focus on self - chosen activities but still finds it difficult to be directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves whole body to sounds they enjoy, e.g. music.</li> <li>• Has a strong exploratory impulse.</li> <li>• Concentrates intently on an object/ activity of their choosing for short periods. Pays attention to dominant stimulus - easily distracted by noises or other people talking.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture e.g. “Who’s jumping?”</li> <li>• Understands more complex sentences e.g. “Put your toys away and then we will read a book.”</li> <li>• Understands “who”, “what”, “where” in simple questions e.g. “Who’s that?” “Where is?”</li> <li>• Developing understanding of simple contexts e.g. big and little.</li> <li>• Beginning to understand instructions with three key words e.g. “give the <u>red brick</u> to <u>dolly</u>”, “give me the <u>big cup</u> and the <u>dolly</u>”.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects familiar objects by name.</li> <li>• Will find objects when asked. Understands simple sentences e.g. throw the ball, feed teddy, sit down, where’s your coat?</li> <li>• Beginning to understand instructions with two key words e.g. “give the <u>brick</u> to <u>dolly</u>”, “give me the <u>cup</u> and the <u>dolly</u>”.</li> <li>• Understands 50 words or more.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to follow body language of others e.g. pointing and gesture.</li> <li>• Responds to the different things said when in a familiar context with a special person e.g. Where’s Mummy? Where’s your nose?</li> <li>• Understanding of single words in context is developing, e.g. cup, milk, Daddy.</li> </ul>

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Children’s Characteristics 3 – 4 years**

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22-36 months band)</b>	<b>Setting Support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Plan Needs Assessment (8-20 months)</b>
Speaking	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation jumping from topic to topic.</li> <li>• Leans new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches towards toy saying, “I have it”.</li> <li>• Uses a variety of questions e.g. “what”, “where” &amp; “who”.</li> <li>• Uses simple sentences e.g. “Mummy go work”.</li> <li>• Beginning to use word endings e.g. “going” “cats”.</li> <li>• Uses sentences of three to four words although these words may show some immaturity and grammatical errors e.g. “me got one”, “me not got wet”.</li> <li>• Child may find it difficult to say some speech sounds.</li> <li>• Speech is understandable from context.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies familiar expressions e.g. “oh dear” “all gone”.</li> <li>• Beginning to put two words together e.g. “want ball”, “more juice”.</li> <li>• Uses different types of everyday words including nouns, verbs and adjectives e.g. “banana”, “go”, “sleep”, “hot”.</li> <li>• Beginning to ask simple questions.</li> <li>• Beginning to talk about people and things that are not present.</li> <li>• Speech is very difficult to understand except by a familiar adult in context and/or accompanied by gestures and other cues. (Only one or two words are intelligible.)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sounds in play e.g. “brrm” for toy car.</li> <li>• Uses single words.</li> <li>• Frequently imitates words and sounds.</li> <li>• Enjoys babbling and increasingly experiments with sounds and words to communicate for a range of purposes.</li> <li>• Uses pointing with eye gaze to make requests and to share an interest.</li> <li>• Creates personal words as they begin to develop language.</li> <li>• Speech is very difficult to understand even for a familiar adult. May vocalise in a variety of ways. Only produces occasional clear words in spontaneous speech which may also involve some well-rehearsed phrases.</li> </ul>

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Children’s Characteristics 4 – 5 years**

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (16-26 months band)
Communication and Language  Listening and Attention	<ul style="list-style-type: none"> <li>• Listens to others 1:1 or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – can “listen” or “do”. May have difficulty listening to a speaker whilst continuing their chosen activity, but can shift own attention from one to the other.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds (e.g. turning to a knock on the door, looking at or going to the door).</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhymes and stories.</li> <li>• Enjoys rhymes and tries to join in with actions or vocalisations.</li> <li>• Rigid attention – may not appear to hear.</li> <li>• May focus on self-chosen activities but still finds it difficult to be directed.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>• Understands use of objects e.g. What do we use to cut things?</li> <li>• Shows understanding of prepositions e.g. “Under, on top, behind” by carrying out an action or selecting a correct picture.</li> <li>• Responds to simple instructions e.g. to get or put away an object</li> <li>• Beginning to understand “why” and “how” questions.</li> <li>• May need extra time to respond with understanding e.g. responding to questions and instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture e.g. “Who’s jumping?”</li> <li>• Understands more complex sentences e.g. “Put your toys away and then we will read a book”.</li> <li>• Understands “who”, “what”, “where” in simple questions e.g. “Who’s that?” “Where is?”</li> <li>• Developing understanding of simple contexts e.g. big and little</li> <li>• Beginning to understand instructions with three key words e.g. “give the <u>red brick</u> to <u>dolly</u>”, “give me the <u>big cup</u> and the <u>dolly</u>”.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects familiar objects by name.</li> <li>• Will find objects when asked. Understands simple sentences e.g. throw the ball, feed teddy, sit down, where’s your coat?</li> <li>• Beginning to understand instructions with two key words e.g. “give the <u>brick</u> to <u>dolly</u>”, “give me the <u>cup</u> and the <u>doll</u>”.</li> <li>• Understands 50 words or more.</li> </ul>

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Children’s Characteristics 4 – 5 years**

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Plan Needs Assessment (16-26 months band)
Speaking	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts e.g. using “and” and “because).</li> <li>• Can retell a simple past event in the correct order e.g. went down slide, hurt finger.</li> <li>• Uses talk to connect ideas, explain what is happening, and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations e.g. asks “who”, “what”, “when”, “how”.</li> <li>• Uses a range of tenses, e.g. play, playing, will play, played.</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular interest to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play e.g. “This box is my castle.</li> <li>• Child may find it difficult to say some speech sounds. Speech is easily understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation jumping from topic to topic.</li> <li>• Leans new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches towards toy saying “I have it”.</li> <li>• Uses a variety of questions e.g. what, where who.</li> <li>• Uses simple sentences e.g. “Mummy go work”.</li> <li>• Beginning to use word endings e.g. “going” “cats”.</li> <li>• Uses sentences of three to four words although these words may show some immaturity and grammatical errors e.g. me got one, me not got wet.</li> <li>• Child may find it difficult to say some speech sounds.</li> <li>• Speech is understandable from context.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies familiar expressions e.g. “oh dear” “all gone”.</li> <li>• Beginning to put two words together e.g. “want ball”, “more juice”.</li> <li>• Uses different types of everyday words including nouns, verbs and adjectives e.g. “banana”, “go”, “sleep”, “hot”.</li> <li>• Beginning to ask simple questions.</li> <li>• Beginning to talk about people and things that are not present.</li> <li>• Speech is very difficult to understand except by a familiar adult in context and/or accompanied by gestures and other cues. (Only one or two words are intelligible.)</li> </ul>

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Provision Characteristics**

**Setting Support**

**Assess, Plan, Do and Review**

This may need to take account of the child's attendance at more than one setting.

- Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.
- Planning of intervention involving the parent/ carer, child, setting SENDCo, key person.
- Support plan drawn up with SMART targets and learning outcomes.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.

**Setting Support Plus**

**Assess, Plan, Do and Review**

This may need to take account of child's attendance at more than one setting.

- Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.
- Planning of intervention involving the parent/ carer, child, setting SENDCo, key person, and external professionals.
- Support plan drawn up with SMART targets and learning outcomes, which take account of specialist advice.
- Half-termly (approximately 6-weekly) review of child's progress towards targets.
- Input or attendance made by appropriate external professionals to reviews.
- Consideration given to using the Early Help Assessment (EHA).

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Provision Characteristics**

**Additional Resources & Curriculum and Teaching Methods**

- All adults are aware of the child's language needs, and give consideration to modifying the language they use with the child, and/ or how to facilitate the child's use of language.
- Additional adult attention and/or support for 1:1 and group activities where relevant, from practitioners within the setting.
- Supervision and monitoring of the support plan by the SENDCo.
- Account taken of the child's individual interest to strengthen success with achieving SMART targets and learning outcomes.
- Adaptation of content and presentation of language-based activities and materials at group times e.g. story, singing, such as seating the child close to the adult, checking that the child is giving attention by saying their name, repeating instructions individually, simplifying and/or reducing the amount of language used.
- Additional support from child's keyperson and other practitioners in some activities, focusing on SMART targets and achieving positive outcomes.
- Time allocated for keyperson to prepare activities and record outcomes.
- Supervision and monitoring of the Support Plan targets by SENDCo.
- Additional support for 1:1 and group activities where relevant

**Additional Resources & Curriculum and Teaching Methods**

- All adults are aware of the child's language needs, and give consideration to modifying the language they use with the child, and/ or how to facilitate the child's use of language in verbal exchanges and play with other children.
- Additional adult attention and/or support for 1:1 and group activities where relevant, from practitioners within the setting, following advice from external professionals.
- Supervision and monitoring of the support plan by the SENDCo.
- Access to individually supported activities with an adult to work on SMART targets and learning outcomes.
- Access to ICT and specialist equipment/ materials if appropriate.
- Adaptation of content and presentation of language-based activities and materials at group times e.g. story, singing, such as seating the child close to the adult, checking that the child is giving attention by saying their name, repeating instructions individually, simplifying and/or reducing the amount of language used.
- Thought is given to how all adults are modelling language, and supporting the child's understanding and use of language across the curriculum e.g. through varying the pace of delivery, time given to respond, use of visual cues, support to focus and listen, opportunities to repeat/practice speech.
- Additional support from child's keyperson and other practitioners across a wider range of activities, focusing on SMART targets and achieving positive outcomes.
- Time allocated for keyperson to prepare activities and record outcomes.
- Supervision and monitoring of the Support Plan targets by SENDCo. Access to ICT and specialist equipment/ materials if appropriate.
- Time allocated for key professionals to liaise with external agencies.

**Communication and Interaction  
Speech and Language Difficulties  
Foundation Stage Provision Characteristics**

<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs with regard to children’s social, emotional and behavioural development are addressed and information passed to other staff and parents.</li> <li>• New information shared with practitioners and parents as appropriate.</li> <li>• One-off advice may be sought via the Psychology Team Drop-in or Early Years Support Team Drop-Ins to inform the “Assess, Plan, Do and Review” process.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs with regard to children’s social, emotional and behavioural development are addressed and information passed to other staff and parents.</li> <li>• Advice is sought on an ongoing basis from Bedford Borough Council’s support services to complement the “Assess, Plan, Do and Review” process.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>
<p><b>Parents/ Carers’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan Do and Review” cycle.</li> <li>• Parents/ Carers give written consent for the involvement of external agencies.</li> <li>• Parents/ Carers invited to participate in target setting, monitoring progress, and may be involved in supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for parents to discuss strategies with practitioners in order to develop a consistent approach that will help their child to progress.</li> <li>• Parents/Carers are informed about Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Parents’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan Do and Review” cycle.</li> <li>• Parents give informed written consent for the involvement of external agencies.</li> <li>• Parents invited to participate in target setting, monitoring progress and supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for parents to discuss strategies with practitioners and specialist support services in order to develop a consistent approach that will help their child to progress.</li> <li>• Enhanced contact for parents with key person in setting via an established process e.g. contact book, direct conversations with keyperson.</li> <li>• Parents/Carers are informed about Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>

## Communication and Interaction Social Communication Difficulties

### Social Communication Difficulties

Children with social communication difficulties typically experience difficulties in the following areas, **regardless** of their level of language ability:

Children and young people with an Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. (COP 2015, 6.29)

#### **Social interaction:**

They will have problems in understanding the social behaviour of others and find it hard to play and interact effectively with peers and adults. Typically developing children understand and learn how to engage with other people without it being explicitly taught.

#### **Communication**

They will have problems in understanding the communication and language of others and also in developing effective communication themselves. Many are delayed in learning to speak and some do not develop speech. Many with speech have difficulties in using this to communicate effectively. It is likely they will need to be taught a means to communicate (using objects, pictures, gestures, spoken or written words) and how to communicate.

#### **Use of imagination / flexibility of thought**

Their play will not look conventional, but instead they may spin or flap objects or watch moving parts of toys or machinery for long periods and with intense concentration. Their play tends to be isolated or alongside others rather than with others. They may run the toy car in and out of the garage but not act out more complex stories. Some children seem to act out stories or take on particular characters, but the story turns out to be an imitation of a video or book. This does not mean that children with these difficulties don't have any imagination; it just means they tend to be less interested in sharing their imaginative ideas with other children.

Some children with these difficulties will develop good strategies and learn to handle a wide range of situations, whilst others will find social relationships and learning in a social context very difficult.

Some children with social communication difficulties will be diagnosed as being on the autism spectrum. All settings should be familiar with *The Inclusion Development Programme - Supporting children on the Autism Spectrum: Guidance for practitioners in the Early Years Foundation Stage (2009)* and should be using these materials. It is important to remember that being on the Autism Spectrum is just one of the factors influencing a child's behaviour. Other factors include the child's personality, the environment, family characteristics and the child's strengths and interests.

## Communication and Interaction Social Communication Difficulties

### **Sensory Processing Difficulties.**

They may be very sensitive (hypersensitive) or under sensitive (hyposensitive) in one or more of their senses. Some children shift between the two. They may have heightened sensitivity to certain types of sound, touch, texture, taste of food, light, colour or smell. Sensory difficulties can have a significant impact on behaviour and communication.

### **Identifying and supporting special educational needs in this area:**

The tables in the following section give details of:

- **Children's characteristics** for Setting Support, Setting Support Plus and Consideration for an Education, Health and Care Needs Assessment for children at ages 2– 5 years.
- **Provision characteristics** for Setting Support and Setting Support Plus.

**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Children’s Characteristics 2 – 5 years**

Early Years Foundation Stage Area of Learning:	Setting Support	Setting Support Plus	Child meets criteria for an Education Health and Care Needs Assessment
<b>Social interaction</b>	<ul style="list-style-type: none"> <li>• Occasionally has difficulty sharing attention with others, making a response to others’ social approaches, accepting others joining in their play.</li> <li>• Needs occasional adult prompts.</li> <li>• Shows some awareness of peers and is generally accepting of peers playing nearby (For example, may accept toy offered by another child)</li> <li>• Self-chosen activities are more solitary than is usual for their age.</li> <li>• Responses to others may be unusual for their age on occasions.</li> <li>• Occasional repeated use of name may be needed to gain their attention.</li> <li>• May need adult support to spontaneously imitate or repeat adults’ or other children’s actions to participate in play e.g. copy another person pouring sand in a bucket, placing marbles in a run.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some difficulty sharing attention with others, making a response to others’ social approaches accepting others joining in their play. Frequent adult prompting or modelling is needed</li> <li>• Shows awareness of peers but may cause occasional disruption or distress to peers, e.g. pushing away, hitting, kicking, because of difficulties tolerating peers’ presence, or may be inappropriately ‘over-friendly’, e.g. indiscriminate hugging</li> <li>• Self-chosen activities are frequently solitary.</li> <li>• Responses to others are often unusual for their age.</li> <li>• Frequent use of name and/or motivator may be needed to get the child’s attention.</li> <li>• Needs frequent adult support to imitate or others actions to participate in play.</li> </ul>	<ul style="list-style-type: none"> <li>• Has significant difficulty sharing attention, making a response to others’ social responses, or accepting others joining in their play. Intensive attempts and/or familiarly structured arrangements needed to gain their attention.</li> <li>• Typically unaware of peers playing alongside them.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• May cause frequent disruption or distress to peers playing alongside them, because of difficulty tolerating their presence or inappropriately ‘over-friendly’ behaviour.</li> <li>• Self-chosen activities are solitary.</li> <li>• Responses to others are unusual (e.g. leaning against them, staring at others closely, pushing, slapping, kicking) or absent.</li> <li>• Persistent use of name or motivator is needed to get the child’s attention. Unable to spontaneously imitate or repeat others actions to participate in play and needs these to be taught through a structured approach involving, for example, visual prompts, routines, meaningful motivators and hand-over-hand guidance.</li> </ul>

**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Children's Characteristics 2 – 5 years**

	<ul style="list-style-type: none"> <li>• Sometimes approaches adults with communicative intent e.g may make a simple comment.</li> <li>• Approaches to other children are limited e.g. approaches are confined to trying to engage in chasing play.</li> <li>• May show difficulty accommodating other suggestions.</li> <li>• Adult attention is needed to enable turn-taking and shared play to occur.</li> <li>• Mostly responds to requests to join adult in 1-1 or small group familiar activity, e.g. collage, play dough.</li> <li>• May need some persuasion to join adults in unfamiliar activities.</li> <li>• Will sit with whole group for registration/story/circle time but needs some adult prompting to remain with the group, follow whole-group directions and participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally approaches adults with communicative intent e.g. having needs met or labelling.</li> <li>• Approaches to other children are unusual, limited or negative e.g. getting too close, stroking, snatching, pushing.</li> <li>• Frequently resists requests to join adult in 1-1 or small group activity.</li> <li>• Joins in with daily routines if personally motivated OR may show some passivity and need adult prompting to engage with the activity.</li> <li>• Visual cues or Objects of Reference may be required to achieve the above.</li> <li>• Adults need to have established awareness of the child's motivators.</li> <li>• Will sit with whole group for registration/story/circle time but needs more individual visual prompts or structure to remain with the whole group and participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely or never approaches adults with communicative intent.</li> <li>• Approaches to other children are unusual and very limited or absent.</li> <li>• They may be limited to watching others, running with them, showing excitement or distress at others' singing or noisiness.</li> <li>• Approaches may mostly be disruptive and cause distress to peers which requires intensive adult intervention, e.g. biting, hitting, pushing, licking, pulling hair.</li> <li>• Persistently resistant to requests to join adult in 1-1 or small group activity OR unusually passive/ accepting of adult direction i.e. hand-over-hand guidance without particularly purposeful engagement with task or activity.</li> <li>• A high level of exposure, adult persistence, and adaptation of the activity is needed to engage the child purposefully.</li> <li>• Unable to sit with whole group for registration/story/circle time and needs individually-given visual prompts or structure to remain with the whole group, and then may still show difficulty participating in a meaningful way. Little awareness of being part of a group.</li> </ul>
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**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Children’s Characteristics 2 – 5 years**

Early Years Foundation Stage Area of Learning:	Setting Support	Setting Support Plus	Child meets criteria for an Education Health and Care Needs Assessment
<b>Use of imagination/ flexibility of thought</b>	<ul style="list-style-type: none"> <li>• Can follow daily routines e.g. moving from ‘free choice’ play to group time; snack time or using the bathroom with some verbal prompts or additional visual support.</li> <li>• Self-chosen play may be limited and repetitive rather than creative, but can develop and change over time, with some adult attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty following daily routines e.g. moving from ‘free choice’ play to group time; snack time or using the bathroom without additional visual support and physical prompting.</li> <li>• Self-chosen play is repetitive rather than creative, and may not develop and change over time.</li> <li>• Child may engage in sequences of play with toys but these are likely to be learnt and may be inflexible.</li> <li>• With adult attention and structure, child can widen range and nature of play and repeat this when playing alone.</li> </ul>	<ul style="list-style-type: none"> <li>• Has no awareness of daily routines e.g. moving from ‘free choice’ play to group time; snack time or using the bathroom. Typically needs physical guidance of an adult and additional visual support and structure, such as Objects of Reference, to enable all routines to be followed.</li> <li>• Self-chosen play is severely limited in scope for their age, and lacks creativity or purposefulness.</li> <li>• Patterns of interest may be unusual in terms of intensity or focus, e.g. child may be more interested in the non - functional elements of a toy, or may mouth a lot.</li> <li>• With adult attention, child still shows significant difficulty widening range of self-chosen play, so that structured teaching is needed to extend play skills.</li> </ul>

**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Children’s Characteristics 2 – 5 years**

<p><b>Communication and language</b></p>	<ul style="list-style-type: none"> <li>• Shows some understanding and use of non-verbal signals e.g. eye contact, facial expression, gesture to respond to or make meaningful contact with peers and adults.</li> <li>• Does not readily learn social language e.g. to greet others with ‘hello’, or say ‘bye-bye’ or social behaviour e.g. nodding, waving from observing others, as is usual for their age.</li> <li>• If spoken language is present there may be difficulties with using it or responding to others’ language in age-appropriate ways, Child may have difficulty initiating and / or sustaining a conversational exchange.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows limited understanding and use of non-verbal signals e.g. eye gaze, gestures, facial expression in interaction with others.</li> <li>• May have some learnt social language or gestures, such as waving ‘bye-bye’, nodding ‘yes’, giving a greeting, and needs teaching to acquire others.</li> <li>• If spoken language is present it may involve jargon or echolalia, and may not be used in socially meaningful ways, as used by typically-developing children. Child has difficulty initiating and / or sustaining a conversational exchange.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows extremely limited understanding and use of non-verbal signals e.g. eye gaze, gestures, facial expression to socially interact with others.</li> <li>• Profound lack of social language or gestures, such as waving ‘bye-bye’, nodding ‘yes’, giving a greeting.</li> <li>• If spoken language is present, it is very limited and is not used or responded to in age-appropriate and socially-meaningful ways. Child is unable to initiate and sustain a conversational exchange.</li> </ul>
<p><b>Sensory difficulties</b></p>	<ul style="list-style-type: none"> <li>• The child could be sensory seeking e.g. mouthing toys, could experience sensory overload e.g. placing their hands over their ears or display sensory avoidance e.g. refusing to handle sand or playdough.</li> <li>• They may show unusual responses or high level of distractibility to light, sound, smell, touch and tactile materials.</li> </ul>		

**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Children's Characteristics 2 – 5 years**

<p><b>Attainment and learning</b></p>	<ul style="list-style-type: none"> <li>• Children with social-communication difficulties show attainments at any level.</li> <li>• Has an uneven profile in the EYFS.</li> <li>• May have a high level of skill or knowledge in one or two areas of the EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with social-communication difficulties show attainments at any level.</li> <li>• Has an uneven profile in the EYFS.</li> <li>• May have a high level of skill or knowledge in one or two areas of the EYFS.</li> <li>• Has difficulty using their specific skills across a variety of situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with social-communication difficulties show attainments at any level.</li> <li>• Has an uneven profile in the EYFS.</li> <li>• May have a high level of skill or knowledge in one or two areas of the EYFS.</li> <li>• Has difficulty using their specific skills across a variety of situations.</li> <li>• Progress is significantly limited even with high level support over a sustained period of time.</li> </ul>
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**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Provision Characteristics**

**Setting Support**

**Setting Support Plus**

**Assess, Plan, Do and Review**

Assessment, planning and review may need to take account of the child's attendance at more than one setting.

- Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.
- Planning of intervention involving the parents, child, setting SENDCo, key person.
- Support Plan drawn up with SMART targets.
- Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the Support Plan.

**Assess, Plan, Do and Review**

Assessment, planning and review may need to take account of the child's attendance at more than one setting.

- Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting. Observation relates specifically to social interaction, social communication, and imagination skills.
- Planning intervention involving the parents, child, setting SENDCo, key person, and supporting professionals.
- Support plan drawn up with SMART targets, which take account of specialist advice.
- Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the Support Plan.
- Input or attendance made by appropriate external agencies to reviews.
- Consideration given to using the Early Help Assessment (EHA)

**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Provision Characteristics**

**Setting Support**

**Setting Support Plus**

**Additional Resources & Curriculum and Teaching Methods**

- Grouping strategies used flexibly to enhance the child’s learning and access to the curriculum.
- Focus available adult support where needed.
- Adoption of a whole setting approach involving all staff who may come into contact with the child.
- Additional adult attention and/or support for some activities, including SMART targets, from practitioners already working in the setting.
- Supervision and monitoring of the Support Plan by SENDCo.
- Provision of the following as needed to accommodate child’s learning characteristics:
  - Some additional prompting, support to focus attention, manage change of activities.
  - Support for social interactions, communication and play with other children
  - Willingness to make minor adaptations to physical environment to support learning.
  - Awareness of the need to simplify language and/or use visual cues to support child’s understanding.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of SMART targets.

**Additional Resources & Curriculum and Teaching Methods**

- Grouping strategies used flexibly to enhance the child’s learning and access to the curriculum.
- Focus available adult support where needed.
- Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on SMART targets.
- Adoption of a whole setting approach involving all staff who may come into contact with the child.
- Additional adult attention and/or support for some activities, including SMART targets.
- Supervision and monitoring of the Support Plan by SENDCo.
- Provision of the following as needed to accommodate child’s learning characteristics:
  - Designated quiet area to give child opportunities to withdraw from social situations to reduce stress and anxiety.
  - Clearly defined and marked areas within the setting identifying different activity areas.
  - Use of pictures, objects, gestures and other visual forms to support spoken language
  - Appropriate motivators
- Commitment to liaison with parents to ensure consistency of approach.
- Time allocated for key professionals to liaise with external agencies.
- Additional access to ICT and specialist equipment/materials as necessary.

**Communication and Interaction  
Social Communication Difficulties  
Foundation Stage Provision Characteristics**

<b>Setting Support</b>	<b>Setting Support Plus</b>
<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs about the nature of social-communication difficulties/ASD are addressed across the whole setting. Information is passed to all staff as appropriate.</li> <li>• One-off advice may be sought from the Psychology and Early Years Support Team Drop Ins to inform the “Assess, Plan, Do and Review Process”.</li> <li>• Information may be sought from <a href="http://www.autismbeds.org">www.autismbeds.org</a> and <a href="http://www.autism.org.uk">www.autism.org.uk</a></li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs about the nature of social-communication difficulties/ASD are addressed across the whole setting. Information is passed to all staff as appropriate.</li> <li>• Advice is sought on an ongoing basis from external agencies and informs planning. Planning takes account of available advice from professionals, e.g. The Early Years Support Team, Speech and Language Therapist or Occupational Therapist.</li> <li>• Access to network groups for support and sharing of strategies.</li> <li>• Practitioners knowledgeable about voluntary agencies e.g. <a href="http://www.autismbeds.org">www.autismbeds.org</a> and <a href="http://www.autism.org.uk">www.autism.org.uk</a>/ support groups who can give advice/support to parents.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>
<p><b>Parents/ Carers’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan, Do and Review” cycle.</li> <li>• Parents/ Carers give written consent for the involvement of external agencies.</li> <li>• Parents/ Carers’ invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for Parents/ Carers to work in partnership with practitioners to share knowledge and develop a consistent approach to developing the child’s social-communication skills.</li> <li>• Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Parents/ Carers’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan, Do and Review” cycle.</li> <li>• Parents/ Carers give written consent for the involvement of external agencies.</li> <li>• Parents/ Carers invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for Parents/ Carers to work in partnership with practitioners and external professionals to share knowledge and develop a consistent approach to developing the child’s social-communication skills.</li> <li>• Enhanced contact for Parents/Carers with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.</li> <li>• Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>



## **SENSORY AND/OR PHYSICAL NEEDS**

### **Introduction**

The SEND Code of Practice says,

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (COP 2015, 6.34)

### **Hearing Impairment**

Some children are born deaf and others may become deaf later in life, for example as a result of an illness. The two main types of deafness are Conductive and Sensory-neural.

Conductive deafness is the most common amongst young children and is caused by fluid building up in the middle ear, preventing sounds from passing through the middle ear from the outer ear to the inner ear. Antibiotics or grommets can alleviate this, at least temporarily and most children will out-grow middle-ear infection. Whilst the child is congested, they will have a hearing-impairment.

Sensory-neural hearing loss is caused by damage to the inner ear or auditory nerve and cannot be treated, so the hearing loss is permanent. There is a range of severity of Sensory-neural hearing loss but most can be improved, though not rectified, by hearing aids. Some children have a combination of both types of deafness.

The National Deaf Children's Society, in their Deaf Friendly Teachers Training Pack says,

'Children develop communication, learning and social skills in their day-to-day activities. The impact of deafness on these areas will be different for individual children. No two deaf children are the same and any levels of deafness can affect a child's access to their environment.'

Deafness might affect a child's opportunity to:

- Initiate conversations
- Use appropriate language
- Express their feelings and emotions
- Be fully included in large groups
- Develop confidence and self-esteem
- Learn appropriate social behaviour incidentally

## Visual Impairment

Some children are born with a severe visual impairment; others may become visually impaired during their school years, for example due to genetic causes or accidents. The severity of the visual impairment can differ widely amongst children who have the same condition. Prescription glasses may help improve a child's vision but may not fully correct the child's vision. Glasses may not be easily tolerated by a child. A visual impairment may be caused by a problem in the eye itself (e.g. cornea, retina), the optic nerve, visual cortex or the muscles surrounding the eye.

*“Vision acts as a bridge between information from our other senses. Sight unifies, co-ordinates and is informed by input from touch and hearing. Visual perception is a major area of activity for the human brain. It has been estimated that between 70% – 80% of the total information the brain receives comes from the visual pathways.”*

Olga Miller: Supporting Children with Visual Impairment in mainstream schools.

A severe visual impairment might affect a child's opportunity to:

- move about freely
- learn about the immediate environment
- learn about the wider environment
- access learning in and out of school
- be completely independent
- be an active member of a peer group
- develop confidence and self esteem
- learn appropriate social behaviour

## Physical Difficulties

“Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.” (COP 2015, 6.35)

Children with physical difficulties are all affected in different ways. Some children can walk, sit up and talk, although they may take longer to develop these skills. Other children may require a high level of support to enable them to be fully included.

Some children with physical difficulties may also have learning difficulties or other difficulties such as a visual impairment, or speech, language and communication difficulties. They may also have a medical condition, for example, epilepsy.

A physical difficulty might affect a child's opportunity to:

- make use of the furniture and equipment generally available in the nursery
- move about freely
- communicate effectively
- be completely independent

## Sensory and/or Physical Needs

- be an active member of a peer group
- be included in all areas of the curriculum

Many of these children will require some of the following:

- Appropriate seating
- Adaptations to the physical environment of the setting
- Access to alternative or augmented forms of communication
- Access to specialist equipment/materials
- Adult support
- Regular and frequent access to specialist support

**It is important for children with physical disabilities to be supported in gaining as much independence as possible** and, therefore, they may need a high level of adult support initially. For example, a child may need help in learning to use the toilet independently, to safely use outdoor equipment or to change footwear.

If a child has a medical condition a detailed **care plan** should be written in consultation with parents and the outreach nurse or other suitable medical practitioner. It should be kept up to date, and a copy held in the setting.

## **Identifying and supporting special educational needs in this area**

The tables in the following section give details of:

- **Children's characteristics** for Setting Support, Setting Support Plus and consideration for an Education, Health and Care Needs Assessment for children with
  - Hearing impairment at 2 - 5 years
  - Visual impairment at 2 - 5 years
  - Physical difficulties at 2 - 3, 3 - 4, and 4 - 5 years
- **Provision characteristics** at Setting Support, Setting Support Plus

**Sensory and/or Physical Needs  
Hearing Impairment  
Foundation Stage Children's Characteristics 2 – 5 years**

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support</b>	<b>Setting Support Plus</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment</b>
<b>Physical Development</b>  <i>Degree of Hearing Loss</i>	<ul style="list-style-type: none"> <li>• Fluctuating, conductive (temporary) hearing loss (may be aided).</li> <li>• Mild bilateral hearing loss (may be aided) Unilateral hearing loss.</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent conductive hearing loss (usually associated with a particular syndrome).</li> <li>• Moderate/severe hearing loss (aided).</li> <li>• Deteriorating hearing loss.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a permanent hearing loss of greater than 40dB HL (Decibels Hearing Level) in the better ear.</li> <li>• The child's hearing loss, or hearing loss in conjunction with additional difficulties e.g. a language disorder, conductive hearing loss overlay, developmental delay, significantly impairs his/her access to the curriculum.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• May be reluctant or have difficulty in playing with other children or joining in group situations because of language content, concept formation and issues such as confidence, self - esteem, anxiety or frustration. This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• May be reluctant or have difficulty in playing with other children or joining in group situation because of language content, concept formation and issues such as confidence, self – esteem, anxiety or frustration. This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• May be reluctant or have difficulty in playing with other children or joining in group situation because of language content, concept formation and issues such as confidence, self esteem, anxiety or frustration. This may be expressed in ways that appear withdrawn, aggressive, destructive or oppositional in nature.</li> </ul>
<b>Communication &amp; Language</b>  <i>Listening and attention</i>	<ul style="list-style-type: none"> <li>• Listening skills may be less developed than other same-age children.</li> <li>• Speaker may need to get child's attention before speaking, particularly in busy or noisy environments.</li> <li>• May have short attention span.</li> <li>• May need attention redirecting/focusing in listening situations.</li> <li>• May find concentrating/listening difficult where there is background noise.</li> </ul>	<ul style="list-style-type: none"> <li>• May show some delay in responding to spoken language and need encouragement to respond.</li> <li>• May have short attention span.</li> <li>• May need attention redirecting/focusing in listening situations.</li> <li>• May find concentrating/listening difficult where there is background noise.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs constant simplification and repetition.</li> </ul>

**Sensory and/or Physical Needs  
Hearing Impairment  
Foundation Stage Children’s Characteristics 2 – 5 years**

Early Years Foundation Stage Area of Learning:	Setting Support	Setting Support Plus	Child meets criteria for an Education Health and Care Needs Assessment
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of language is generally age appropriate.</li> <li>• May need two-part instructions breaking down into component parts and repeating.</li> </ul>	<p><b>Can range from being able to:</b></p> <ul style="list-style-type: none"> <li>• Follow simple directions relating to what they are doing e.g. ‘Sit down,’ ‘Feed teddy,’ ‘Kiss Daddy night-night.’</li> </ul> <p><b>to</b></p> <ul style="list-style-type: none"> <li>• Understanding sentences such as ‘Put away your toys and we’ll read a book,’ and responding to simple two-part instructions or requests e.g. ‘Get your shoes and put on your coat.’</li> <li>• May need objects, pictures, gestures or other visual information to enable understanding in less familiar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Will need 1-1 support to help with access and supplement information to aid understanding.</li> <li>• Takes longer than other same age children to acquire the meaning of new words for daily items or routines.</li> <li>• Needs daily planned activities to repeat the language associated with familiar objects and routines in order to show understanding of them.</li> <li>• Understanding of new words may not be maintained unless over- learning.</li> <li>• Needs repeated exposure to new activity with visual support to reinforce language, e.g. objects, pictures, gestures, before able to show consistent understanding of language used in that context.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Generally age appropriate language structure.</li> <li>• Generally age-appropriate use of language and communication strategies.</li> <li>• Child is understood most of the time.</li> </ul>	<p><b>Can range from being able to:</b></p> <ul style="list-style-type: none"> <li>• Produce utterances consisting of a few words.</li> </ul> <p><b>to</b></p> <ul style="list-style-type: none"> <li>• Producing utterances where length, intonation, etc. are more age-appropriate. Intelligibility may vary.</li> </ul>	

**Sensory and/or Physical Needs  
Hearing Impairment  
Foundation Stage Children’s Characteristics 2 – 5 years**

Early Years Foundation Stage Area of Learning:	Setting Support	Setting Support Plus	Child meets criteria for an Education Health and Care Needs Assessment
<b>Speaking</b>		<p><b>Can range from being able to:</b></p> <ul style="list-style-type: none"> <li>• Use some single words or learnt phrases appropriately, and some ‘gobbledegook’ to convey meaning. Some of these may be ‘own words’ which only familiar adults are able to interpret.</li> </ul> <p><b>to</b></p> <ul style="list-style-type: none"> <li>• Beginning to use little ‘sentences’ by joining 2 or 3 words together e.g. ‘Daddy has gone’ (to work’.)</li> <li>• May use occasional longer sentences e.g. ‘Mummy go shops now.’</li> <li>• Asks simple questions e.g. ‘Where’s Mummy?’</li> <li>• Often makes attempts to get meaning across, e.g. by pointing, showing objects, gestures, taking adult by the hand, in new situations.</li> </ul> <p><b>Can range from:</b></p> <ul style="list-style-type: none"> <li>• Having speech that is very difficult to understand, except by a familiar adult in context and/or unless accompanied by gestures and other cues.</li> </ul> <p><b>to</b></p> <ul style="list-style-type: none"> <li>• Speech that is understandable from context and child being understood most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Utterances may be single words, 2 or 3 words but unintelligible to all but familiar listener – incomplete articulation and lacking intonation, appropriate pitch or volume.</li> <li>• Demonstrates improvement with developing auditory discrimination.</li> <li>• Use of language is limited to naming and commenting in relation to familiar activities and routines.</li> <li>• Use of any known language accompanied by pointing, showing objects, gestures, taking adult by the hand when with familiar adult.</li> <li>• Verbal expression may be difficult to understand, even for familiar adult. Demonstrates improvement with developing auditory discrimination.</li> </ul>

**Sensory and/or Physical Needs  
Hearing Impairment  
Foundation Stage Provision Characteristics 2 – 5 years**

<b>Setting Support</b>	<b>Setting Support Plus</b>
<p><b>Assess, Plan, Do and Review</b></p> <p>Assessment, planning and review may need to take account of the child’s attendance at more than one setting:</p> <ul style="list-style-type: none"> <li>• Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child’s current interests, developments and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting), e.g. outdoor environment, at lunchtime.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person, and takes account of any existing advice from a Qualified Teacher of the Hearing Impaired (QTHI).</li> <li>• Support Plan drawn up with SMART targets.</li> <li>• Half termly (approximately 6 weekly) review of child’s progress towards targets recorded on the Support Plan.</li> </ul>	<p><b>Assess, Plan, Do and Review</b></p> <p>Assessment, planning and review may need to take account of the child’s attendance at more than one setting:</p> <ul style="list-style-type: none"> <li>• Ongoing observation undertaken in order to understand the child’s current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person, and advising agencies – Qualified Teacher of the Hearing Impaired (QTHI).</li> <li>• Support plan drawn up with SMART targets, which take account of specialist advice.</li> <li>• Half-termly review of child’s progress towards targets recorded on the Support Plan.</li> <li>• Input or attendance made by appropriate external agencies to reviews.</li> <li>• Consideration given to using the Early Help Assessment (EHA).</li> </ul>
<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Additional adult attention and/or support for some activities, including SMART targets, from practitioners already working in the setting.</li> <li>• Supervision and monitoring of the Support Plan by SENDCo / QTHI.</li> <li>• Support for some activities, including SMART targets, from practitioners already working in the setting, to ensure access and encourage independence.</li> <li>• Approaches used show acceptance and empathy for the children, support for their emotions, and aim to build positive relationships with them.</li> <li>• Emphasis on providing an enabling environment both inside and outside, with</li> </ul>	<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Additional adult attention and/or support for some activities, including SMART targets.</li> <li>• Supervision and monitoring of the Support Plan by SENDCo/QTHI.</li> <li>• Time allocated for key professionals to liaise with external agencies.</li> <li>• Space for storage facilities for pupil’s specific equipment.</li> <li>• Regular staff support and/or specialist teaching needed.</li> <li>• Approaches used show acceptance and empathy for the children, support for</li> </ul>

**Sensory and/or Physical Needs  
Hearing Impairment  
Foundation Stage Provision Characteristics 2 – 5 years**

<b>Setting Support</b>	<b>Setting Support Plus</b>
<p>increased differentiation of curriculum access and materials, to reflect child’s visual needs.</p> <ul style="list-style-type: none"> <li>• Limited modifications to, and differentiation of the setting, to ensure access.</li> </ul>	<p>their emotions, and aim to build positive relationships with them.</p> <ul style="list-style-type: none"> <li>• Emphasis on providing an enabling environment both inside and outside, with increased differentiation of curriculum access and materials, to reflect child’s auditory needs.</li> <li>• Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication techniques, as identified through QTHI.</li> <li>• The child may need individual materials to ensure appropriate access.</li> </ul>
<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs are addressed by QTHI and information is passed to other staff and parents as appropriate. This will help to inform planning.</li> <li>• Liaison with other agencies as appropriate.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Support and advice concerning the educational impact of the child’s hearing impairment for staff from a QTHI. This informs planning.</li> <li>• Staff attend training and disseminate information to appropriate members of staff.</li> <li>• Advice is sought on an ongoing basis from a QTHI.</li> <li>• Ongoing parental involvement &amp; support.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.</li> </ul>
<p><b>Parents’/ Carers’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan, Do and Review” cycle.</li> <li>• Parents give informed written consent for the involvement of external agencies.</li> <li>• Parents invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.</li> </ul>	<p><b>Parents’/ Carers’ and child’s participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the “Assess, Plan, Do and Review” cycle.</li> <li>• Parents give informed written consent for the involvement of external agencies.</li> <li>• Parents invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.</li> </ul>

**Sensory and/or Physical Needs  
Hearing Impairment  
Foundation Stage Provision Characteristics 2 – 5 years**

**Setting Support**

- The views of the child are taken into account.
- Opportunities for parents to learn how to help their child further.
- Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.

**Setting Support Plus**

- The views of the child are taken into account.
- Opportunities for parents to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and independence.
- Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.
- Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.

**Sensory and/or Physical Needs  
Visual Impairment  
Foundation Stage Provision Characteristics 2 – 5 years**

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support</b>	<b>Setting Support Plus</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment</b>
<b>Physical Development</b> <i>Degree of Visual Impairment</i>	<ul style="list-style-type: none"> <li>Slightly reduced vision in one or both eyes, which could affect learning.</li> </ul>	<ul style="list-style-type: none"> <li>Corrected vision is 6/18 or worse in both eyes.</li> <li>Child has a known deteriorating visual condition.</li> <li>Child has a significant visual field defect, which could affect learning.</li> </ul>	<ul style="list-style-type: none"> <li>Child has a significant visual impairment and/or is registered as Sight Impaired or Severely Sight Impaired.</li> <li>Requires the need for extensively modified materials. For example, print size 24 and above, enlarged screen environment and/or specialist software to enable access to computers.</li> </ul>
<b>Moving &amp; Handling</b>	<ul style="list-style-type: none"> <li>Child can explore the environment independently and can negotiate the space and objects around them.</li> <li>Showing increasing control in using equipment for climbing, scrambling, sliding and swinging.</li> <li>May need some additional supervision when using unfamiliar equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Child can explore the environment independently and is becoming aware of how to negotiate the space and objects around them.</li> <li>Sometimes needs adult support.</li> <li>Needs adult support or supervision to safely use equipment for climbing, scrambling, sliding and swinging.</li> </ul>	<ul style="list-style-type: none"> <li>Individual support needed to learn skills for independence / mobility.</li> </ul>
<b>Health and Self care</b>	<ul style="list-style-type: none"> <li>Shows awareness of own needs with regard to eating and hygiene but may need some initial adult support.</li> <li>Feeds self using fingers or utensils, but may need some adult support (e.g. verbal encouragement).</li> <li>Can place used crockery on table.</li> <li>Can wash and dry hands but may need verbal prompts.</li> <li>Can dress and undress self, in line with sighted pupils of the same age.</li> </ul>	<ul style="list-style-type: none"> <li>Shows awareness of own needs with regard to eating and hygiene but needs some adult support to meet those needs.</li> <li>Is able to feed self using fingers or utensils but may need individual physical support and/or supervision.</li> <li>May need assistance or verbal prompts to place used crockery in correct place.</li> <li>Actively co-operates with washing and drying hands but may need adult support, e.g. to find hook / soap.</li> </ul>	<ul style="list-style-type: none"> <li>Needs specific guidance due to visual impairment to attend to these needs and develop independence.</li> </ul>

**Sensory and/or Physical Needs  
Visual Impairment  
Foundation Stage Provision Characteristics 2 – 5 years**

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support</b>	<b>Setting Support Plus</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment</b>
	<ul style="list-style-type: none"> <li>• Can use facilities with minimal help from adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs help to organise clothes &amp; help with fastenings etc.</li> <li>• Can use facilities with help from adult.</li> </ul>	
<b>Personal Social and Emotional and Development</b>	<ul style="list-style-type: none"> <li>• Shows increasing confidence in new situations. Expresses needs and feelings appropriately.</li> <li>• Has a sense of personal identity.</li> <li>• Forms good relationships with other children and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs some adult support to help form good relationships with other children, for example to learn their names; to appreciate personal space.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific attention to social and emotional support needed.</li> <li>• There may be concern about the child's ability to initiate &amp; maintain social relationships due to the visual impairment.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• May need verbal prompts or occasional physical support from an adult.</li> <li>• Child may not often choose craft and other fine motor activities.</li> <li>• Child explores and uses a range of materials safely.</li> <li>• Child can operate and use all equipment safely with initial adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs some individual physical support and verbal prompts from an adult.</li> <li>• Child may not choose craft and other fine motor activities spontaneously.</li> <li>• Child needs help to use a range of materials safely and encouragement to use soft / messy materials.</li> <li>• Child needs help or support to operate and use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Child may need support to operate and use a range of materials and equipment safely.</li> </ul>

**Sensory and/or Physical Needs  
Visual Impairment  
Foundation Stage Provision Characteristics**

<b>Setting Support</b>	<b>Setting Support Plus</b>
<p><b>Assess, Plan, Do and Review</b></p> <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting:</p> <ul style="list-style-type: none"> <li>• Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, developments and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting), e.g. outdoor environment, at lunchtime.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person, and takes account of any existing advice from a Qualified Teacher of the Visually Impaired (QTVI).</li> <li>• Support Plan drawn up with SMART targets.</li> <li>• Half termly (approximately 6 weekly) review of child's progress towards targets recorded on the Support Plan.</li> </ul>	<p><b>Assess, Plan, Do and Review</b></p> <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting:</p> <ul style="list-style-type: none"> <li>• Ongoing observation undertaken in order to understand the child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person, and advising agencies - Qualified Teacher of the Visually Impaired (QTVI).</li> <li>• Support Plan drawn up with SMART targets, which take account of specialist advice.</li> <li>• Half termly (approximately 6 weekly) review of child's progress towards targets recorded on the Support Plan.</li> <li>• Input or attendance made by appropriate external agencies to reviews.</li> <li>• Consideration given to using the Early Help Assessment (EHA).</li> </ul>
<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum and to focus available adult support where needed.</li> <li>• Additional adult support and/or attention for group activities where relevant.</li> <li>• Appropriate position considered for each activity.</li> <li>• Additional adult attention and/or support for some activities, including SMART targets, from practitioners already working in the setting.</li> <li>• Supervision and monitoring of the SMART targets by SENDCo</li> </ul>	<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum and to focus available adult support where needed.</li> <li>• Additional adult attention and/or support for group activities</li> <li>• Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on SMART targets.</li> <li>• Appropriate position considered for each activity.</li> <li>• Additional adult attention and/or support for some activities, including</li> </ul>

**Sensory and/or Physical Needs  
Visual Impairment  
Foundation Stage Provision Characteristics**

<b>Setting Support</b>	<b>Setting Support Plus</b>
<ul style="list-style-type: none"> <li>• Support for some activities, including SMART targets, from practitioners already working in the setting, to ensure access and encourage independence.</li> <li>• Use of standard and some modified materials.</li> <li>• Modification to the visual environment, e.g. lighting; contrast.</li> <li>• Approaches used show acceptance and empathy for the children, support for their emotions, and aim to build positive relationships with them.</li> <li>• Emphasis on providing an enabling environment both inside and outside, with increased differentiation of curriculum access and materials, to reflect child's visual needs.</li> <li>• Limited modifications to, and differentiation of the setting, to ensure access.</li> </ul>	<p>SMART targets.</p> <ul style="list-style-type: none"> <li>• Supervision and monitoring of the SMART targets by SENDCo /QTVI</li> <li>• Time allocated for key professionals to liaise with external agencies.</li> <li>• Space for storage facilities for pupil's specific equipment.</li> <li>• Regular staff support and/or specialist teaching needed.</li> <li>• Access to specialist VI equipment and resources as appropriate.</li> <li>• Suitable lighting &amp; seating.</li> <li>• Approaches used show acceptance and empathy for the children, support for their emotions, and aim to build positive relationships with them.</li> <li>• Emphasis on providing an enabling environment both inside and outside, with increased differentiation of curriculum access and materials, to reflect child's visual needs.</li> <li>• Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication techniques, as identified through QTVI.</li> <li>• The child may need individual materials to ensure appropriate access.</li> </ul>
<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Staff training needs are addressed by QTVI and information is passed to other staff and parents as appropriate. This will help to inform planning.</li> <li>• Liaison with other agencies as appropriate.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council's Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Training and advice</b></p> <ul style="list-style-type: none"> <li>• Support and advice concerning the educational impact of the child's visual impairment for staff from a QTVI. This informs planning.</li> <li>• Staff attend training and disseminate information to appropriate members of staff.</li> <li>• Advice is sought on an ongoing basis from a QTVI.</li> <li>• Ongoing parental involvement &amp; support.</li> <li>• Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council's Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.</li> </ul>

**Sensory and/or Physical Needs  
Visual Impairment  
Foundation Stage Provision Characteristics**

**Setting Support**

**Setting Support Plus**

<b>Setting Support</b>	<b>Setting Support Plus</b>
<p><b>Parents'/ Carers' and child's participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the "Assess, Plan Do and Review" cycle.</li> <li>• Parents/ Carers give informed written consent for the involvement of external agencies.</li> <li>• Parents/Carers invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for parents to learn how to help their child further.</li> <li>• Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.</li> </ul>	<p><b>Parents'/ Carers' and child's participation</b></p> <ul style="list-style-type: none"> <li>• Parents/ Carers contribute to the "Assess, Plan Do and Review" cycle.</li> <li>• Parents/ Carers give informed written consent for the involvement of external agencies.</li> <li>• Parents/ Carers invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.</li> <li>• The views of the child are taken into account.</li> <li>• Opportunities for parents to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and independence.</li> <li>• Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.</li> <li>• Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer (<a href="http://localoffer.bedford.gov.uk">localoffer.bedford.gov.uk</a>), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.</li> </ul>

**Sensory and/or Physical Needs**  
**Physical Difficulties**  
**Foundation Stage Children's Characteristics 2- 3 years**

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (16-26 months band)</b>	<b>Setting Support Plus (8-20 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (Birth -11 months band)</b>
<b>Physical Development</b>  Moving & Handling	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Sits unsupported on the floor.</li> <li>• When sitting, can lean forward to pick up small toys.</li> <li>• Pulls to standing, holding onto furniture or person for support.</li> <li>• Crawls, bottom shuffles or rolls continuously to move forward.</li> <li>• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>• Takes first few steps independently.</li> <li>• Passes toys from one hand to the other.</li> <li>• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>• Picks up small objects between thumbs and fingers.</li> <li>• Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Turns head in response to sounds and sights.</li> <li>• Gradually develops ability to hold up own head.</li> <li>• Makes movements with arms and legs, which gradually become more controlled.</li> <li>• Rolls over from front to back and back to front.</li> <li>• When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</li> <li>• Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>• Reaches out for, touches and begins to hold objects.</li> <li>• Explores objects with mouth often picking up object and holding it to the mouth.</li> </ul>

**Sensory and/or Physical Needs  
Physical Difficulties  
Foundation Stage Children's Characteristics 2- 3 years**

Early Years Foundation Stage Area of Learning:	Setting Support (16-26 months band)	Setting Support Plus (8-20 months band)	Child meets criteria for an Education Health and Care Needs Assessment (Birth -11 months band)
		<ul style="list-style-type: none"> <li>• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul>	
Health & Self-care	<ul style="list-style-type: none"> <li>• Develops own likes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing / undressing and hygiene routines.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Opens mouth for spoon.</li> <li>• Holds own bottle or cup.</li> <li>• Grasps finger foods and brings them to mouth.</li> <li>• Attempts to use spoon: can guide towards mouth but food often falls off.</li> <li>• Can actively co-operate with nappy changing (lies still, helps hold legs up).</li> <li>• Starts to communicate urination, bowel movements.</li> <li>• Shows very little or no awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to and thrives on warm, sensitive physical contact and care.</li> <li>• Expresses discomfort, hunger or thirst. Anticipates food routines with interest.</li> </ul>

**Sensory and/or Physical Needs  
Physical Difficulties  
Foundation Stage Children's Characteristics 3 - 4 years**

<p style="text-align: center;"><b>Early Years Foundation Stage Area of Learning:</b></p>	<p style="text-align: center;"><b>Setting Support (22–36 months band)</b></p>	<p style="text-align: center;"><b>Setting Support Plus (16-26 months band)</b></p>	<p style="text-align: center;"><b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b></p>
<p><b>Physical Development</b>  Moving &amp; Handling</p>	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes e.g. circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail, two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Sits unsupported on the floor.</li> <li>• When sitting, can lean forward to pick up small toys.</li> <li>• Pulls to standing, holding onto furniture or person for support.</li> <li>• Crawls, bottom shuffles or rolls continuously to move forward.</li> <li>• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>• Takes first few steps independently.</li> <li>• Passes toys from one hand to the other.</li> <li>• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>• Picks up small objects between thumbs and fingers.</li> <li>• Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</li> </ul>

**Sensory and/or Physical Needs  
Physical Difficulties  
Foundation Stage Children’s Characteristics 3 - 4 years**

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (22–36 months band)</b>	<b>Setting Support Plus (16-26 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (8-20 months band)</b>
<b>Health &amp; Self-care</b>	<ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> <li>• Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops own likes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/ undressing and hygiene routines.</li> <li>• Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Opens mouth for spoon.</li> <li>• Holds own bottle or cup.</li> <li>• Grasps finger foods and brings them to mouth.</li> <li>• Attempts to use spoon: can guide towards mouth but food often falls off.</li> <li>• Can actively co-operate with nappy changing (lies still, helps hold legs up).</li> <li>• Starts to communicate urination, bowel movements.</li> <li>• Shows very little or no awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>

**Sensory and/or Physical Needs**  
**Physical Difficulties**  
**Foundation Stage Children's Characteristics 4 - 5 years**

<b>Early Years Foundation Stage Area of Learning:</b>	<b>Setting Support (30-50 months band)</b>	<b>Setting Support Plus (22-36 months band)</b>	<b>Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)</b>
<b>Physical Development</b>  <i>Moving &amp; Handling</i>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>• Imitates drawing simple shapes e.g. circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail, two feet to a step. May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Walks upstairs holding hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Beginning to balance blocks to build a small tower.</li> <li>• Makes connections between their movement and the marks they make.</li> </ul>

**Sensory and/or Physical Needs  
Physical Difficulties  
Foundation Stage Children's Characteristics 4 - 5 years**

Early Years Foundation Stage Area of Learning:	Setting Support (30-50 months band)	Setting Support Plus (22-36 months band)	Child meets criteria for an Education Health and Care Needs Assessment (16-26 months band)
	<ul style="list-style-type: none"> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters e.g. letters from their name.</li> </ul>		
Health & Self Care	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired.</li> <li>• Observes the effect of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Feeds self competently with spoon.</li> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> <li>• Some awareness of own limitations or possible dangers in the environment, but may compromise the safety of themselves or others at times when playing independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops own likes in food and drink.</li> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/ undressing and hygiene routines. Limited awareness of own limitations or possible dangers in the environment, which may compromise the safety of themselves or others at times when playing independently.</li> </ul>

**Sensory and/or Physical Needs  
Physical Difficulties  
Foundation Stage Provision Characteristics**

**Setting Support**

**Setting Support Plus**

<b>Setting Support</b>	<b>Setting Support Plus</b>
<p><b>Assess, Plan, Do and Review</b></p> <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting.</p> <ul style="list-style-type: none"> <li>• Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting). Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime.</li> <li>• Planning intervention involves the parent/carer, child, setting SENDCo, key person, and takes account of any existing advice from Health professionals (e.g. Physiotherapist, Occupational Therapist).</li> <li>• Support Plan drawn up with SMART targets.</li> <li>• Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the Support Plan</li> </ul>	<p><b>Assess, Plan, Do and Review</b></p> <p>Assessment, planning and review may need to take account of the child's attendance at more than one setting.</p> <ul style="list-style-type: none"> <li>• Ongoing observation undertaken in order to understand child's current interests, development and learning needs that are additional to or different from what is usually provided for all children within the setting.</li> <li>• Planning of intervention involving the parent/carer, child, setting SENDCo, key person, statutory and private agencies.</li> <li>• Support Plan drawn up with SMART targets, which take account of specialist advice.</li> <li>• Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the Support Plan</li> <li>• Input or attendance made by appropriate external agencies to reviews.</li> <li>• Consideration given to using the Early Help Assessment (EHA)</li> </ul>
<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum and focus available adult support where needed.</li> <li>• Additional adult attention and/or support for group activities where relevant.</li> <li>• Additional adult attention and/or support for some activities, including SMART targets, from practitioners already working in the setting.</li> <li>• Supervision and monitoring of the Support Plan by SENDCo.</li> <li>• Adaptations to buildings as appropriate (e.g. ramps, handrails in toilets).</li> <li>• Storage space for specialist equipment (e.g. wheelchair, standing frame).</li> </ul>	<p><b>Additional Resources &amp; Curriculum and Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed.</li> <li>• Additional adult attention and/or support for group activities.</li> <li>• Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on SMART targets.</li> <li>• Additional adult attention and/or support for some activities, including SMART targets and the development of independence.</li> <li>• Supervision and monitoring of the Support Plan by SENDCo.</li> </ul>

**Sensory and/or Physical Needs  
Physical Difficulties  
Foundation Stage Provision Characteristics**

**Setting Support**

- Other children are supported in understanding child’s needs and engaging respectfully and helpfully with them.
- Access to some specialist equipment/materials (e.g. scissors, sloping boards, pencil grips) if appropriate.
- Approaches used show acceptance and empathy for the children, support for their emotions, and aim to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of SMART targets.
- Differentiation through setting of appropriate learning targets, allowance of additional time to respond, complete activities, consolidate learning.

**Setting Support Plus**

- Adaptations to buildings as appropriate (e.g. ramps, handrails in toilets).
- Storage space for specialist equipment (e.g. wheelchair, standing frame).
- Other children are supported in understanding child’s needs and engaging respectfully and helpfully with them.
- Access to ICT and specialist equipment/materials (e.g. scissors, sloping boards, pencil grips) if appropriate.
- Consideration given to enabling access, through ensuring resources are at an appropriate level, additional space is provided as necessary.
- Space for ICT, individual work, and storage facilities for pupil’s specific equipment.
- Approaches used show acceptance and empathy for the children, support for their emotions, and aim to build positive relationships with them.
- Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child’s developmental and language levels, with key learning outcomes identified from SMART.
- Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials, as identified through involvement of external agencies.

**Training and advice**

- Staff training needs are addressed and information passed to other staff and parents as appropriate.
- One-off advice may be sought from the Vulnerable Pupils services and informs planning.
- Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.

**Training and advice**

- Staff training needs are addressed, including lifting and handling training if appropriate, and information passed to other staff and parents.
- Advice is sought on an ongoing basis from the Vulnerable Pupils services and from Health professionals (e.g. Physiotherapist, Occupational Therapist), and informs planning.
- Practitioners are aware of services locally available e.g. Early Help Assessment (EHA), Bedford Borough Council’s Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough’s SENDIASS, voluntary agencies and relevant support groups.

**Sensory and/or Physical Needs  
Physical Difficulties  
Foundation Stage Provision Characteristics**

**Setting Support**

**Parents'/ Carers' and child's participation**

- Parents/ Carers contribute to the "Assess, Plan Do and Review" cycle.
- Parents/ Carers give informed written consent for the involvement of external agencies.
- Parents/ Carers invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.
- The views of the child are taken into account.
- Opportunities for parents to learn how to help their child further.
- Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.

**Setting Support Plus**

**Parents'/ Carers' and child's participation**

- Parents/ Carers contribute to the "Assess, Plan Do and Review" cycle.
- Parents/ Carers give informed written consent for the involvement of external agencies.
- Parents/ Carers invited to participate in SMART target setting, monitoring progress and reviews, and may be involved in supporting targets in the home.
- The views of the child are taken into account.
- Opportunities for parents to work in partnership with practitioners and specialist support professionals to share knowledge and develop a consistent approach to developing the child's skills and independence.
- Enhanced contact for parents with key person in setting. Contact book or diary might be used to facilitate discussion of activities at home and in setting.
- Parents/ Carers are informed about Early Help Assessment (EHA), Bedford Borough Council's Local Offer ([localoffer.bedford.gov.uk](http://localoffer.bedford.gov.uk)), Bedford Borough's SENDIASS, voluntary agencies and relevant support groups.